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ABSTRACT

Presented is the final evaluation report of the third year of a project to develop a model for providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and a practicum for specialist teachers in California. Sections cover the following: historical background of the project, evaluation methodology, implementation of the model in the San Francisco Unified School District, conclusions, definitions of intervention terms, implecations, guidelines for project operators, staff development, and replication activities. Outlined in a section on the analysis of project objectives are the assessment tools and intervention techniques utilized, and measured outcomes regarding target behaviors. The bulk of the document consists of appendixes which include a summary of dissemination activities, sample workshop evaluation forms, and non-commercial materials used in workshops. Also appended is an evaluation report on program activities over 3 years relating to the following objectives: enhancement of behavior and/or academic skills for students with learning and/or behavioral disabilities; development of special teachers' skill in planning and implementing intervention for educationally handicapped students; and assisting other on-site staff in sharing the instructional responsibility; development of regular teachers' skills in identification, assessment, and instruction of students with learning disabilities; implementation of alternative patterns of service by support personnel; and working with teacher-training institutions to provide opportunities to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction, and consultation. (SBH)

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FINAL EVALUATION REPORT

1971 - 1974

U.S. DEPARTMENT OF HEALTH
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PUBLIC SCHOOL MODEL SERVICE CENTER PROVIDING

PROMPT ANALYSIS OF

LEARNING DISABILITIES

(Public School Center for Learning Disabled Children)

Current Contract No. OEG-0-71-4424 (604) Project No. H 12 7138A

PREPARED FOR THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE U.S. OFFICE OF EDUCATION WASHINGTON, D.C.

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SEPTEMBER, 1974

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FOREWORD

This report represents the final summary of a three-year project which involved many, many people devoted to the high ideals and concepts of the project.

A brief review of the historical background of the project gives us the sense of determination that kept the project going in the face of many recorded (and unrecorded) adventures in administration of a joint district and State Department effort. Changes of staff at both levels; changes from the original concept of delivery of services to children caused by court rulings and district reorganization; and many other problems caused many concerns and adjustments to meet the problems. Through all changes the project did more forward and the results are here to see.

It is not possible to thank each and every one in this short foreword for their unique contribution. On Page 52, we have shown the names of all those who contributed so much over the years. However, a few people need to be singled out for attention.

Dr. Marguerite Dugger, Project Supervisor for the San Francisco Unified School District, and Dr. Margaret Scheffelin, State Department of Education and Project Director during 1971-72 and 1972-73, were the inspirational team who designed the original project and gathered together the staff who provided the sinews of strength that every project requires.

Acknowledgement is made for the leadership provided for the first two years by Joyce Kohfeldt and then Jane Anderson for the final evaluation year.

This last year of the project has not been easy! The first two years of the project were the formative and experimental years. Much of the materials used, many of the procedures of pupil assessment and educational intervention had to be refined, and teacher training procedures examined. Not everything turned out perfect. However, learning was taking place and the final evaluation can set the stage for future efforts and giving guidance to anyone undertaking to replicate the work that has gone on in the project.

Because of the need to get organized data, the final evaluation report was contracted for through the State Department of Education, Office of Program Planning, who in turn obtained the services of Dr. Theodore Alper and Thomas Whalen. Their report has been included as Appendix H.

A final word of acknowledgement for the fine support given me by the staff during the 1973-74 year. Their diligence and concern has been gratefully noted. And to Mrs. Edna Bowen, a special acknowledgement. While all of us "fly about", she manages to keep all the bits and pieces together in San Francisco, while maintaining the calm secretarial attitude. Her efforts have "put the report together", and we all thank her.

Charles W. Keaster
Project Director

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ABSTRACT OF THIRD YEAR PROJECT

The objectives of the third year project were: (1) Enhancement of pupils' behavior, self-concept, and academic skills: (2) Development of EH teachers' skills in planning and implementing interventions, and assisting others in sharing instructional responsibilities: (3) Development of regular teachers' skills in identifications, assessment and instruction of pupils with learning difficulties: (4) Implementing alternative patterns of service by support personnel to pupils and teachers: and (5) Working with universities to provide opportunities for teachers to have monitored practicum experiences.

The purpose of the third year grant was to (1) continue with refinement of the model as developed in the first two years: (2) design and implement the evaluation methodology: and (3) extend replication activities.

The evaluation component of the project centered on: (1) direct service to pupils with learning disabilities: (2) involvement of special education and regular teachers, and support personnel in educational interventions: and (3) expanded university involvement in practicum experiences.

Dissemination activities included planned presentations, demonstrations and discussions with key leadership groups involved with learning disabled pupils.

Project methodology included direct measurement of the degree to which each of the five project objectives had been achieved. Sources of data for analysis were interviews, records, observation of techniques and activities, and questionnaires. Among the outcomes of the evaluation component the following illustrate areas of change:

- 1. There were significant positive changes in problem and work-related behaviors at the primary level
- 2. Few significant changes in self-concept occurred
- 3. There was significant improvement in number recognition and math computation skills at the primary and intermediate level. There was significant improvement in alphabet and word recognition skills at all levels.



HISTORICAL BACKGROUND 1971-1974

California was awarded one of eight federal grants to states in 1971 for developing and operating Child Service Demonstration Projects under Public Law 91-230, Title VI, Education of the Handicapped Act,

Part G - Specific Learning Disabilities. The State Department of Education received a grant of \$125,260 for the period from July 1971 through June 1973. An additional \$70,000 was approved for July 1973 through June 1974 to develop the program evaluation component and to determine the effectiveness of the five program objectives.

The original project proposed to improve services for children with learning disabilities. The model was developed within the framework of the California State Program for Educationally Handicapped pupils.

Concurrent with direct service to children, the model offered on-site in-service for regular teachers, support staff, administrators, and special teacher in EH classes. As a research and development effort, the project established a design for public school services, evaluated the delivery service, and assisted other districts with dissemination and replication of validated components.

The project was directed by consultants assigned State responsibilities for the EH Program from the State Department of Education,
Bureau for Mentally Exceptional Children. The operation model, developed
co-jointly with the San Francisco Unified School District, was managed
by the on-site Project Head with support from the District EH Supervisor.

Impetus for the proposal came as a result of difficulties noted in large districts serving LD pupils within the State Program for Learning Disabilities. (Program for the Educationally Handicapped).

Some of the specific problems were:

- 1. A time lag between referral of a pupil with problems and direct classroom assistance for pupil and teacher
- 2. Limitation in teachers' ability to identify and provide for minimal to moderate learning disorders. Limited in-service programs for regular classroom teachers to acquire specific knowledge concerning learning disabilities
- J. Insufficient support staff for follow-up because of processing large numbers of inappropriate referrals
- 4. Emphasis on psychological tests for eligibility decisions, with limited application for instructional decisions
- 5. The required medical examination resisted by some parents, making screening and placement impossible to complete
- 6. Need for EH teacher in-service to assure competence

The proposed model, preserving much of the standard EH operations, incorporated concepts from an earlier Federal ESEA VI-A (later changed to ESEA Title VI-B) project for in-service in the San Francisco Unified School District during the summers from 1968 through 1970. As the training program shifted from theory to actual demonstration and practice, teachers gained in skills and confidence. The District sought to maintain a similar plan for staff development during the academic year but lacked funds and personnel. The proposed VI-G project made it possible to carry on staff development activities similar to those of the earlier VI-B project, but available during the regular school year.

The Child Service Model for California emphasized:

- 1. Coordination with general education
- 2. Comprehensive educational assessment of pupils
- 3. Excellence of instruction of regular and special teachers
 4. Dissemination and replication activities

Innovative components proposed to include a resource teacher specialist, and an intensive diagnostic center (laboratory). The laboratory also served as a training resource for teachers. Other in-service was concentrated at the site of the referral in targeted schools.

Procedures differed from the standard EH Program in these ways:

- 1. The resource specialist teacher responded initially to the regular teacher's request for help with a pupil
- 2. Preliminary problem definition focused on the interaction of pupil and classroom
- 3. Immediate educational interventions were developed by the referring teacher, pupil and VI-G staff for temporary help
- 4. Additional clinical studies were requested as needed
- 5. The diagnostic center was used only when more intensive study or educational recommendations were indicated
- 6. Conferences held on-site on a regular basis maintained the commitment of staff to a pupil
- 7. Substitutes or VI-G staff conducted classes to permit teachers to participate in in-service activities
- 8. Extensive data gathering devices and procedures were developed in 1972-73

Finding was shared by local, state, and federal sources.

Federal funds covered salaries of the San Francisco Unified School District Project Head and Secretary, the evaluation component, consultants, and substitutes. The State provided usual foundation support for pupils and special education fund apportionment according to a daily attendance in various EH Program types. Fupils served in regular classes were not labeled EH and were not claimed for special education State reimbursement.

The local District maintained its previous financial effort by providing salaries for teachers, administrators, support staff, facilities, materials, transportation, and the EH local supervision.

The Leadership Training Institute for Learning Disabilities at the University of Arizona provided additional services to California's Child Service Project.

The primary task during the first year was to determine what specifically needed to be done to achieve the proposed objectives. During the second year, the staff formalized procedures for getting the job done. The final year focused on more efficient delivery of services and executing the evaluation design for the total program.

Certain conditions within the San Francisco Schools prevented full implementation of the model as originally proposed. A court order in 1971 introduced integration virtually overnight - distributing elementary minority pupils among faculties unprepared for major differences in culture, communications, and behavior patterns of these newly assigned pupils. Until teachers were more skilled in general classroom management under these new conditions, they had, predictably, little energy left for a few pupils with specific learning difficulties. Total adjustment was needed at the elementary level because of elementary reorganization from a K-6 plan to K-3 and 4-6 in separate schools.

The Title VI-G diagnostic centers (laboratories) were phased out at the end of the first year. It became apparent that placing pupils in the segregated laboratories might delay the development of more complete cooperation between general and special education. In operation, the centers tended to reinforce the entrenched concept that special education should supplant (i.e. remove) rather than supplement regular education for most pupils. Thus the model was revised, replacing the laboratories by increased resource teacher service and by general workshops on diagnostic and remedial techniques.

The project proposed the following objectives for the second year, representing a refinement of the first year's objectives:

- To enhance behavior, self-concept, and academic achivement of pupils with learning/behavioral-disorders
- 2. To develop skills of EH teachers in planning and implementing interventions for EH pupils; assisting other on-site staff in sharing instructional responsibilities
- To develop alternative patterns of service to pupils and teachers by support personnel (principals, social workers, psychologists)
- 4. To develop skills of regular classroom teachers in identifying, assessing, and instructing pupils with learning problems
- 5. To provide practicum experiences for teachers in pupil assessment, instruction, counseling

By the end of the second year, the staff had defined its procedures, developed tentative instruments and forms for carrying on its various functions. The project staff conducted workshops which successfully emphasized not only cognitive activities but also pupils' feelings, interest in learning, differences in learning styles, and response to an extensive range of materials. Inter-disciplinary cooperation was enhanced through these activities with VI-G support. Post-hoc evaluation was performed by review of data on activities and structured interviews of district staff by outside consultants.

Although continuous staff development was provided at target schools, a series of workshops was also developed in the second year for support staff, administrators, regular and special class teachers throughout the district. These sessions provided brief descriptions of problem areas such as Managing Environments, Diagnostic Tools, Language Development. Participants selected two of eight such topics for in-depth study. The workshops continued in the third year with on-site demonstrations described in the third year report.

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In addition to increasing skills of individual participants, the workshops resulted in developing effective working relationships between special and general education.

With procedures stabilized, the Title VI-G staff focused on documenting and evaluating its operations in the third year, assisted by an outside professional evaluation team. Results of the evaluations are summarized later in this report.

The project served as a model which could be replicated with modifications in the Bay Area and elsewhere in the State and nation.

Adaptations have been made in Oakland, Charter Oaks, Oxnard, Redlands, Hacienda La Puente, Rowlands, Marin County.

THIRD YEAR OF THE PROJECT

The over-all purpose of the project was to develop a model for providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and a practicum for specialist teachers.

There were three components of the third year grant:

Continued model refinement and implementation

Expansion of evaluation methodology

Extension of replication activities

The full time project staff included:

- 1 Project Head
- 5 Project Research Teachers
- 1 Secretary

Project supervision was provided by the San Francisco Supervisor for Educationally Handicapped Program and by the Project Director who is a consultant from the Division of Special Education, State Department of Education.

CONTINUED MODEL REFINEMENT

There were five basic objectives in the third year continuation plan:

- 1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities
- 2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils, and in assisting other on-site staff in sharing the instructional responsibilities
- 3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties





- 4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers
- 5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation

EXPANSION OF EVALUATION METHODOLOGY

The third year evaluation methodology was developed to assess project objectives.

The responsibility for the third year project evaluation was assigned to the Evaluation and Testing Unit of the California State Department of Education. An evaluation framework had been developed which included, but is not limited to:

- a. Measurement of attainment of objectives
- b. Qualitative and quantitative determination of products developed by the objectives
- c. Identification of appropriate data collection and analysis methodologies
- d. A clear delineation of costs in relationship to outcome and benefits
- e. Recommendations for modification and implementation of project methodologies

EXTENSION OF REPLICATION ACTIVITIES

Title VI-G was responsible for the dissemination of materials and teaching techniques to numerous educational agencies. In addition, project staff time was allocated to permit replication applicants to participate in project activities.

The on-site replication districts for the third year were limited to:

1. Oakland Unified School District (innercity) Target pupils
Charemont Junior High School 7 - 9 16

2.	Marin County School District (rural)		Target pupils		
l tyt.	Nicasio School	K - 8	20		
	Lincoln School	K - 6	20		
	Laguna School	к - 8	20		

IMPLEMENTATION

A. The model in the San Francisco Unified School District

The primary thrust of the third year continuation plan was to develop and implement efficient on-site models for support of teachers and other personnel in the delivery of services (recognition, definition, diagnosis, intervention, follow-up) to children with learning problems in regular classes and in special programs for the educationally handicapped.

The project continuation plan specifically defined the target population for Title VI-G services:

THIRD YEAR ACTIVITIES
LOCATIONS AND PARTICIPANTS (BY PROJECT OBJECTIVE)

Project Objectives	San Francisco Unified School District	Inner-City School Districts	Urban & Rural School Districts	Totals
1.0 Direct service to EN pupils	65 pupils	32 pupils	32 pupils	129 pupila
2.0 and 3.0 service to regular and EH teachers	Target Teachers: 36 Other Teachers: 75	Target Teachers: 16 Other Teachers: 55	Target Teachers: 16 Other Teachers: 55	68 teachers 185 teachers
4.0 Involvement of support personnel	Principals: 12 Specialists: 24	Principals: 6 Specialists: 15	Principals: 6 Specialists: 15	"Principals: 24 Specialists: 54
5.0 Involvement of teacher training institutions	TOTAL TEACHER TRAINS TOTAL NUMBER PARTICS		ARTICIPATING: 5	•

The participating schools for on-site delivery in the San Francisco Unified School District were as follows:

		Grade Leval	Target pupils (Screened EH)
1.	Phoebe Apperson Hearst School	K-3	3
2.	Robert Louis Stevenson School	K-3	10
3.	San Miguel School	K-3	18
4.	Edison School	4-6	5
5.	Lawton School	14-5	6
6.	Mark Twain School	4-6	2
7-	Winfield Scott School	4-6	13
8.	Aptos Junior High School	7-9	4
9•	Portola Junior High School	7- 9	6
10.	McAteer High School	10-12	5

B. <u>Initial procedures for delivery of services</u>

Prospective sites were selected from

- 1. Requests for services
- 2. Continuation of services from previous year
- 3. Previous professional contacts
- 4. Outcome of orientation workshops

Since the target population was defined by the State Department of Education, a screening process was necessary to determine which schools would receive Title VI-G services for 1973-74.

The screening process consisted of an initial interview with the school principal by the Project Head. The purposes of this interview were:

- 1. Establishing rapport
- 2. Assessing the needs and the problems of that school

- 3. Defining the principal's philosophy of educating the pupil with learning problems
- 4. Explaining Title VI-G and its role as a program developer rather than as a crisis intervention service

If the needs of the school matched the resources and the project focus for Title VI-G, an informal contract was formulated to define the responsibilities of the school and Title VI-G.

The principal's commitment was:

- 1. To support Title VI-G as a primary EH resource
- 2. To designate an on-site coordinator for Title VI-G services
- 3. To involve the staff in meeting the needs of EH pupils
- 4. To continue the thrust toward developing a self-sustained program

Title VI-G's commitment was:

- 1. To select a Title VI-G staff member with appropriate skills to meet site needs
- To develop a program to meet EH pupils needs at that site
- 3. To train on-site staff to meet the needs of pupils with learning disabilities and/or behavior disabilities
- 4. To follow through with a continuing program of workshops and specialized training in developing materials for individualized instruction
- 5. To act as a liaison between San Francisco Unified School District Special Education Division and the school site to facilitate consistent service

The on-site coordinator was one of the following:

- 1. EH teacher
- 2. Regular classroom teacher

- 3. Counselor
- 4. Principal
- 5. Social worker

The Title VI-G staff member assigned to that school, together with the coordinator, made a preliminary assessment of the needs of the school on one of the three <u>Teacher Participation Request Forms</u> (see Appendix).

These forms were distributed through the coordinator to staff members who had screened EH pupils in their classroom. Screened EH pupils are those who have been previously identified by the District; these pupils may be in a regular classroom, a learning disability classroom, or a self-contained classroom.

Target EH pupils for the project were selected from classrooms where the teacher (regular or EH) expressed a willingness to make a commitment to Title VI-G.

C. Objective 1.0 - Enhancement of behavior, self-concept, and academic areas for pupils with learning and/or behavior disabilities.

A defined assessment package was used with each target pupil to determine his needs in academic and behavioral areas (see Appendix). The information obtained from this assessment was used to develop an intervention program.

The intervention program was carried out by a Title VI-G staff member or the teacher in the classroom setting.

The same assessment package was used following the intervention period to determine pupil change.

D. Objective 2.0 - Development of EH teachers' skills in planning and implementing interventions for EH pupils and assisting other on-site staff in sharing the instructional responsibilities.

Through a series of workshops and on-site demonstrations

EH teachers were instructed in the administration and interpretation of

formal and informal diagnostic tools. (see Appendix). Training followed

in translating this information into specific long-range and short-range

instructional activities.

At the site level the staff worked with EH teachers in organizing the classroom environment to fit the individual needs of the pupils. Effective utilization of time, both in instructional planning and in pupil scheduling was analyzed and modified when necessary for the particular classroom structure.

The Title VI-G staff examined a wide variety of commercial materials and chose those which best fit the pupils' assessed needs and the EH teachers' skills. Workshops and in-service training on specific materials were sponsored by Title VI-G. These workshops served to increase the teachers' skills in the selection, utilization, and evaluation of instructional tools and techniques.

A valuable component of the project was the provision of substitute release time for teachers which enabled them to participate in project activity and develop professional skills. Substitutes were also used by the project staff in pupil assessment, interventions, presentations, and resource room development.

E. Objective 3.0 - Development of regular classroom teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

The services described under Objective 2.0 were delivered to regular classroom teachers. In addition, Title VI-G staff members assisted the regular classroom teachers in identifying early indications of learning difficulties with appropriate diagnostic tools. In the regular classroom special assistance was provided in developing individual programs for pupils with learning disabilities.

Because of the move toward mainstreaming in California, the project emphasized broadening the scope or instructional options for regular classroom teachers in order that they might be better able to respond to a wider range of pupil needs.

F. Objective 4.0 - Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

The services described under Objectives 2.0 and 3.0 were delivered to support personnel staff.

Where possible, Title VI-G assisted in organizing space, funds, materials and personnel support for the daily operation of an EH program within a building. This consisted of developing resource rooms where learning disabilities were assessed, instructional techniques were demonstrated, and instructional materials disseminated.

With Title VI-G services on-site, the time lag between a request for help and the initiation of educational assistance was substantially reduced.

Title VI-G staff worked closely with ancillary personnel in the areas of screening, placement, admissions, demissions, and restructuring of EH units in order to match the intensity of service to the



intensity of needs. Title VI-G was effective in obtaining from support personnel staff a commitment to work toward modifying the instructional program so that the needs of the EH pupil could be met in the regular classroom. Ancillary personnel were encouraged to monitor the progress of screened EH pupils who were not in an EH unit, so that these pupils might receive instructional services which could result in fully implementing the mainstreaming philosophy.

The learning team concept of shared responsibility between teaching and support staff was developed to provide opportunities for continuing communication in a learning environment.

G. Objective 5.0 - Working with teacher training institutions to provide opportunities for teachers, (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

The project staff provided an opportunity for interns to observe a variety of educational settings and instructional techniques. Their training included using the project's formal and informal diagnostic tools and interpreting the data to establish instructional goals. They were given the opportunity to share their previously acquired skills with the classroom teacher. The interns assisted the Title VI-G staff in implementing the intervention program for individual pupils. The workshops presented or sponsored by Title VI-G provided opportunities for their educational growth.

CONCLUSION

Title VI-G was designed as a research project to develop a model for effective service to EH pupils. The model delivery program which had been developed and implemented during the first two years and refined and evaluated in the third year project proved to be a feasible and efficient delivery system at all grade levels. The key to the success of the project was the on-site delivery system. The district has made a commitment to a continuation of on-site service as demonstrated by the Title VI-G model.

The provision for trained substitutes contributed to the success of the project by releasing teachers for professional development and implementing project activities.

Title VI-G was also instrumental in obtaining a commitment from general education to share the responsibility for the education of the pupil with learning disabilities (EH) so that he might function in a regular classroom with his peers.

The effectiveness of the Title VI-G project was due in large part to its acceptance as a non-threatening neutral resource to the local school staff. The Title VI staff had a wide background in regular and special education, experience in working with support personnel, and skills which facilitated the development of an on-site working team. The most effective school on-site team was composed of a special education teacher, a regular teacher, a counselor and/or a social worker, and the principal; this coordinated the school resources to meet the individual needs of pupils with learning disabilities.

Title VI-G has provided Pupil Personnel Services (social workers, counselors, psychologists) with a vehicle for entrance into a classroom. Pupil Personnel Services provided an atmosphere of support for Title VI-G

staff in their acceptance of the model delivery system; this contributed to a mutual sharing of resources in our target schools through workshops and in-service training.

During 1974-75 Special Education, Pupil Personnel and General Education staff will monitor the degree of continuing team cooperation at the school site level. This monitoring effort will reveal the effectiveness of the collaboration between special and general education staff working with San Francisco Unified School District children as teams in order to improve educational programs.

The Assistant Superintendent of the Division of Special Education endorsed the philosophy of the model project through administrative recognition and included the Project Head in the Special Education Council, recognizing the project as a vital component of the division. The San Francisco Unified School District Supervisor of the EH program was an integral part of the project. With the support of the administrative staff the project was able to make great strides in the district. Among Title VI-G's accomplishments was the establishment of a resource room in the district's regular education Teacher Learning Center. This combined the resources and in-service training of both regular and special education at one central location which was one of the major moves toward fulfilling the objectives of the California Master Plan for Special Education.

The Project Director at the State level provided on-site service which strengthened the model project's primary focus - "on-site delivery of service at all levels." The Project Director brought information directly to the project staff relative to the implementation of the Master Plan. In this way the staff was able to implement the philosophy of the

Master Plan at their target schools.

The Leadership Training Institute, nationally recognized in the field of learning disabilities presented the current findings in the field to the administration and teaching staff of the San Francisco Unified School District. These contributions, through workshops and consultation, gave national status to the local project.



DEFINITION OF INTERVENTION TERMS

- 1. TASK ANALYSIS defining problem
 Process of defining the problem resulting in a specific definition.
 A framework for organizing the structure of the classroom materials, content, and rewards in efforts to effect meaningful transactions between teacher and child.
- 2. BEHAVIOR ANALYSIS defining problem
 Process of defining the problem objectively resulting in a specific definition. Level of behavior is observed and recorded. A method or procedure is designed to improve or remediate the child's performance.
- 3. FORMAL ASSESSMENT use of standardized instruments/standard protocol (WRAT). Shows the range of performance within a designated group, based on "grade" placement. Standardization based on using a "normal" population.
- 4. INFORMAL ASSESSMENT use of non-standardized instruments or techniques with variable protocols; including observation and measurement of number intensity and frequency of purposeful and non-purposeful pupil behavior in the classroom.
- 5. ACADEMIC OBJECTIVES translate diagnostic information and pupil progress into specific long-range and short-range instructional activities; by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement. Individual prescription formulated between staff and teacher to reflect pupil need discovered in assessment.
- BEHAVIOR OBJECTIVE translate diagnostic information and pupil progress into specific long-range and short-range behavior enhancing activities by adapting space, time expectations, type of instructional approach, type of interpersonal approach and amount of teacher reinforcement. Individual prescription formulated between staff and teacher to reflect pupil need discovered in assessment.
- 7. PROFESSIONAL SUPPORT PERSONNEL implementation of alternative patterns of service by support personnel
 - a. providing general and specific staff development in relation to learning disabilities and their remediation
 - b. matching severity of student needs to the amount, frequency, duration and number of services of different people required
 - c. reducing the time lag between parent or school personnel request for help and the initiation of educational intervention
 - d. obtaining educational assessment data which will result in changes in the instructional program



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- 8. MANAGEMENT OF ENVIRONMENT organization of space, time, materials, and types of instruction to fit learning strengths of pupils. Such management might include learning centers, flexible scheduling, individualized instruction, peer tutoring, etc.
- 9. INDIVIDUALIZING INSTRUCTIONAL <u>TECHNIQUES</u> to assist learning disability students by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement.
- 10. INDIVIDUALIZING <u>MATERIALS</u> to assist learning disability students by adapting quantity of assignments and type of instructional materials used to the student's specific disabilities.

11. CONTRACTS

- written the student and teacher in written form determine the time and content for a given learning activity. See non-commercial materials appendix.
- oral the student and teacher, orally, determine the time allotment and content for a given learning activity.
- 12. LEARNING CENTERS IN CLASSROOM providing materials, information and patterns for individualization within a regular classroom setting. Stations are established for the activities followed in the Center pattern. For a diagram see the non-commercial materials appendix.
- 13. TITLE VI-G Materials Dissemination Center
 Resources available to teachers to augment existing on-site instructional materials. EH teachers may borrow materials, use them in
 the classroom and become more selective in the types of purchases
 they determine.
- 14. PROJECT STAFF DEVELOPMENT Staff VI increasing their knowledge of learning disabilities in general and patterns for individualization within a regular classroom setting and utilizing this knowledge in the context of their resource work.
- 15. DEMONSTRATION TEACHING on-site. The Title VI staff member takes the teacher's student group and conducts a lesson or activity, emphasizing the desired concept.
- 16. WORKSHOP (8 hours or less without credit)
 Group activities planned for teachers or other staff members,
 emphasizing skills concepts or activities for teachers and pupils.
- 17. IN-SERVICE TRAINING 7 hours or more intensive study in a given area with in-service credit afforded the participants by the school district.
- 18. PARENT TVOLVEMENT Any parent contact by Title VI staff or teacher regarding academics, behavior, or attitudes.
- 19. VIDEO TAPING Title VI staff taped (filmed) the teacher in activities emphasizing positive behavior.



ANALYSIS OF THE PROJECT OBJECTIVES

Project Objective No. 1:

Enhancement of behavior, self-concept, and academic areas for pupils with learning disabilities.

Objective 1.1: What are the changes in the number, intensity and frequency of purposeful and non-purposeful pupil behaviors in the classroom?

	and the same
Asswasment	maala

Interventions

Teacher Participation Request

Behavior analysis

Student Behavior Referral

Informal assessments

Pupil Observation Form

Behavioral objective

(high frequency behavior)

Behavioral objective

Pupil Observation Form
(low frequency behavior)

Benavioral objective

Observation/variable protocol

Workshops - Video-taping

Outcomes

The Student Behavior Referral Form was the instrument used to measure changes in behavior. Teachers recorded their subjective evaluations of target pupils in the areas of problem behavior, work-related behavior and at the academic level.

The teachers' assessment showed that more significant positive changes in behavior appeared in primary pupils than in intermediate or secondary pupils. The significant improvement in primary pupil problem behavior occurred in such items as running around the room, complaining, temper tantrums and fighting. Improvement in work-related behavior of primary pupils occurred in working independently, attempting to do difficult work, taking pride in work, and the ability to organize materials and work.



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Objective 1.2: What are the changes in pupil self-concept (pupil) attitude toward - self; school and learning; teachers; other school staff?)

Assessment Tools

Inverventions

Self-concept Inventory

Behavior analysis

Informal assessment

Behavior objective

Workshops

Contracts (behavioral (academic

Staff contacts specific to this objective 353
Workshop contacts specific to this objective 64

Outcomes

Few measurably significant changes in self-concept occured in target pupils as indicated by the Self-concept Inventory developed by Title VI-G staff. The design of a reliable instrument for the measurement of self-concept has been a difficult research problem. However, the information gained from the Title VI-G assessment pinpointed problem areas in target pupils and gave direction for intervention by staff members. The instrument also provided valuable insights for teachers, ancillary staff and parents.

Objective 1.3: What are the changes in pupil academic per formance?

Assessment Tools

Interventions

Teacher rating of pupil academic performance

Task analysis

Work sample

Formal assessment

30

Assessment Tools

WRAT

Rated assessment (math) (reading)
Gilmore Oral Reading Test

Interventions

Informal assessment
Academic objectives

Academic objectives

Management of environment

Individualizing instructional techniques

Individualizing materials

Contracts

Learning Centers

Demonstration teaching

Staff contacts specific to this objective 417

Workshop contacts specific to this objective 104

Outcomes

As measured by a standardized instrument, significant changes occurred in word recognition skills and math computation at all levels. Significant improvement in spelling occurred at the primary and intermediate levels.

Title VI-G staff also developed two informal assessment tools to measure academic growth; Rated Assessment - Math, and Rated Assessment - Reading.

The Rated Assessment - Math - indicated significant improvement in number recognition at the primary and intermediate levels. Primary pupils improved in set recognition and simple subtraction skills; intermediate pupils improved in 2 digit addition (carrying) and 2 digit subtraction (borrowing) skills.

The Rated Assessment - Reading - indicated significant improvement in manuscript alphabet recognition, and mixed vowel word reading at all levels.

Oral paragraph reading as measured by the Gilmore showed no significant change at any level.

The teacher's subjective analysis of pupil academic progress as indicated by the Student Behavior Referral Form relected minimal academic progress in target EH pupils.

Project Objective No. 2:

Development of EH teachers' skills in planning and implementing intervention for EH pupils and assisting other on-site staff in sharing the instructional responsibility.

Objective 2.1: Translate diagnostic information and pupil progress into specific long-range (monthly) and short-range (daily) instructional activities.

<u>A8</u>	ses	sme	nt	Too	ls

Staff Competency Rating of EH Teachers-(Evaluators Form)

Self-Rating of Competency (Evaluator's Form)

Intervention Checklist for Special Teachers (Evaluators Form)

Teacher Participation Request

Behavior Referral Form

WRAT

Self-concept Inventory

Rated Assessment (Math-Reading)

Slingerland

Markoff Informal Assessment

Modality Inventory

- ITPA

Interventions

Task analysis

Formal assessment

Informal assessment

Individualizing instructional techniques

Academic objectives

Behavior objectives

Individualizing materials

Contracts

Title VI-G Materials Dissemination Center

Workshops

In-service training

32

Interventions

Assessment Tools

Santa Clara Development Inventory

Modality Inventory

Observation/variable protocol

Work Samples

Staff contacts specific to this objective 133

Workshop contacts specific to this objective 19

Outcomes

A series of workshops and on-site demonstrations were offered to EH teachers to instruct them in the administration and use of a number of assessment tools. The information gained from the assessment tools provided a basis for Title VI-G staff members and EH teachers in designing long and short-range intervention programs and activities for pupils with learning disabilities.

The intervention Checklist (Evaluators Form) indicated that EH teachers found the Title VI-G developed Rated Assessment and Self-concept Inventory to be of great value in providing information about specific needs of EH pupils.

Objective 2.2: Organizing space, time, materials, and type of instruction to fit the learning strengths of the pupils.

Assessment Tools

Intervention Checklist for Special Teachers (Evaluation Form)

Teacher Participation Request

Behavior Referral Form

WRAT

Interventions

Behavior analysis

Formal assessment

Academic objectives

Management of environment





Assessment Tools

Self-concept Inventory

Rated Assessment (Math-Reading)

Slingerland

Markoff Informal Assessment

Modality Inventory

ITPA

Santa Clara Development Inventory

Work Samples

Interventions

Individualizing instructional techniques

Individualizing instructional materials

Learning Centers

Title VI-G Materials Dissemination Center

Workshops

In-service training

Staff contacts specific to this objective 173
Workshop contacts specific to this objective 39

Outcomes

At the site level Title VI-G staff members worked with EH classroom teachers to organize learning centers and provide for individualized instruction for pupils with learning disabilities. An individualized program for an EH pupil was designed after assessing his learning strengths and weaknesses, using several of the assessment tools listed under Objective 2.1. The selection of the assessment tools depended upon the needs of the pupil and the skills of the VI-G staff person and EH teacher.

Title VI-G staff helped the EH teacher to organize classroom time for an effective instructional program and efficient pupil scheduling.

Materials dissemination from the Title VI-G Resource Center, and workshops in the use of individualized instructional programs and materials were a large component of Title VI-G service. The EH teachers' skills in selecting and evaluating appropriate commercial and teacher-made materials were developed by workshops and on-site training.

On the Checklist of Interventions (Evaluators Form) EH teachers indicated wide acceptance and use of the Title VI-G Resource Center.

Objective 2.3: Mobilize other school staff in planning and implementing a coordinated instructional program for pupils served by various teachers.

Assessment Tools

Interview questionnaire for regular class teachers (Evaluators Form)

Shared Responsibility Packet

Intervention Checklist for Special Teachers (Evaluators Form)

Teacher Participation Request

WRAT

Self-concept Inventory

Rated Assessment (Math-Reading)

Slingerland

Markoff Informal Assessment

Modality Inventory

ITPA

Santa Clara Development Inventory

Modality Inventory

Work samples

Staff contacts specific to this objective - 115

Workshop contacts specific to this objective __36_

Outcomes

Title VI-G attempted to develop the EH teacher's skills as a resource person for the entire school staff so that the needs of the EH pupil served by several teachers could be met more effectively.

Interventions

Joint meeting with regular staff and EH teachers

Task analysis

Behavior analysis

Informal assessment

Academic objective

Behavior objective

Individualized instructional

techniques

Individualizing instructional

materials

Workshops

In-service training



In some target school the resource room served as a demonstration center for regular and EH teachers.

The team approach to meeting the needs of the pupil with learning disabilities was developed and emphasized in a series of staff meetings, workshops, and conferences.

Objective 2.4: Provide information for general school staff related to (a) learning disabilities in general and (b) patterns for individualization within a regular classroom setting.

Assessment Tools

Intervantions

Teacher Participation Request Formal Assessment WRAT Informal assessment Self-concept Inventory Academic objectives Rated Assessment (Math-Reading) Management of environment Slingerland Individualizing instructional techniques Markoff Informal Assessment Individualizing instructional materials Modality Inventory Learning Centers ITPA Title VI-G materials Santa Clara Development Inventory Work samples Dissemination Center Project Staff Development Demonstration Teaching Workshops In-service training

Staff contacts specific to this objective 91

Workshop contacts specific to this objective 44



Outcomes

All of the workshops on learning disabilities given or sponsored by Title VI-G were offered to the general staff of target schools. With the move toward the mainstreaming concept in California, the on-site EH teacher has become an important resource to his school.

Project Objective No. 3:

Development of regular classroom teachers' skills in the identification, assessment and instruction of pupils with learning disabilities.

Objective 3.1: Identify early indications of learning disabilities.

Assessment Tools

Interventions

WRAT

Task analysis

Rated Assessment (Math-Reading)

Behavior analysis

Self-concept Inventory

Formal assessment

Markoff Informal Inventory

Informal assessment

Slingerland

Work samples

Observation (Formal and Informal)

Staff contacts specific to this objective 161

Workshop contacts specific to this objective 24

Outcomes

Title VI-G attempted to give regular teachers proficiency in the use of a small battery of assessment instruments which could be used in the regular classroom. Regular teachers were given workshops and on-site training in the administration of these instruments and the interpretation of data obtained from their use.

Objective 3.2: Use diagnostic information in planning an individual student's program.

Assessment Tools

Interventions

WRAT

Task analysis

Rated Assessment (Math-Reading)

Behavior analysis

Self-concept Inventory

Formal assessment

Markoff Informal Inventory

Informal assessment

S lingerland

Academic objectives

Work samples

Behavior objectives

Observation (Formal and Informal)

Staff contacts specific to this objective __135_

Workshop contacts specific to this objective 20

Outcomes:

Regular teachers, along with EH teachers, were given on-site training and workshops in translating the information gained from the above listed assessment tools into specific long and short-range instructional programs to meet the needs of individual students with learning disabilities.

Objective 3.3: Select and with monitored practice, administer informal assessment measures with due regard to each pupil's cultural and linguistic experiences.

Assessment Tools

Interventions

Competency Rating for Regular Teachers (Evaluator's Form)

Informal Assessment

Workshops

Self-Rating Competency (Evaluator's Form)

Santa Clara Inventory Developmental Task

Self-concept Inventory

Staff contacts specific to this objective ____130__

Workshop contacts specific to this objective 28

Outcomes:

Regular classroom teachers along with EH teachers were given training in utilizing and interpreting the informal assessment tools. The data from the assessments were used in individualizing programs, taking into consideration pupils cultural and linguistic experience.

Objective 3.4: Adjust the classroom environment to assist learning disability students by adapting space, time expectations, quantity of assignments, type of instructional approach used and amount and type of teacher reinforcement.

Assessment Tools

Interventions

WRAT

Task analysis

Rated Assessment (Math-Reading)

Informal assessment

Self-concept Inventory

Academic objectives.

Markoff Informal Inventory

Behavior objectives

Slingerland

Individualizing materials

Work samples

Learning Centers

Observation (Formal and Informal)

Demonstration teaching

Workshops

Staff contacts specific to this objective 167

Workshop contacts specific to this objective 55

Outcomes:

At the site level, Title VI-G staff members worked with regular teachers to organize learning centers and provide for individualized instruction for pupils with learning disabilities. An individualized program for an EH pupil in the regular classroom was designed after assessing his learning strengths and weaknesses using the tools listed above.

Objective 3.5: Create and use a wide array of intructional options.

Assessment Tools

Interventions

Checklist of Interventions (Evaluator's Form)

Task analysis

WRAT

Informal Assessment

Rated Assessment (Math-Reading) ---

Academic objectives

Self-concept Inventory

Behavior objectives

Markoff Informal Inventory

Individualizing instructional

techniques

Slingerland

Individualizing materials

Work Samples

Learning Centers

Observation (Formal and Informal)

Title VI-G materials Dissemination Center

Demonstration teaching workshops

Staff contacts specific to this objective 191

Workshop contacts specific to this objective 62

Outcomes:

With the move toward the mairstreaming concept in California, the regular classroom teacher must assume an increasing share of the responsibility for meeting the needs of EH pupils. Title VI-G has attempted to provide the opportunity for the regular teacher to develop a wide range of instructional tehniques through workshops, on-site training and materials from the Title VI-G Materials Dissemination Center.

The Intervention Checklist (Evaluator's form) indicated wide use of Title VI-G-introduced materials by regular teachers.

Objective 3.6: Monitor effectiveness of instructional interventions based on student interest and achievement.

Assessment Tools

Interventions

WRAT

Behavior analysis

Rated Assessment (Math-Reading)

Informal assessment

Gilmore

Academic objectives

Student Behavior Referral Form

Behavior objectives

Work Samples

Individualizing materials

Observation (Formal and Informal)

Learning Centers

Demonstration teaching

Workshops

Staff contacts specific to this objective 180

Workshop contacts specific to this objective <u>55</u>

Outcomes:

Title VI-G staff worked extensively with regular teachers in demonstrating assessment tools and techniques so that these teachers could discover individual needs of EH pupils, provide a remediation program and evaluate the results of instructional activities.

Under Objective 1.3 will be found some of the evaluation team's results which indicate the success of Title VI-G's intervention program in the regular classroom as well as in an EH room since many of the target pupils for the project were not in self-contained units.

Project Objective No. 4:

Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

Objective 4.1: Providing general and specific staff development in relation to learning disabilities and their remediation.



Assessment Tools

Interventions

WRAT

Rated Assessment (Math-Reading)

Self-concept Inventory

Markoff Informal Inventory

Slingerland

Task analysis

Behavior analysis

Academic objectives

Professional support personnel

Individualized instructional techniques

Project staff development

Workshops

Staff contacts specific to this objective 184

Workshop contacts specific to this objective 60

Outcomes:

The Title VI-G staff involved support personnel in workshops and on-site consultation in planning and implementing programs for the children with learning disabilities and their remediation.

Objective 4.2: Allocating space, funds, materials and personnel support for the daily operation of an EH program within a building.

Interventions

Task analysis

Behavior analysis

Professional support personnel

Management of the environment

Project staff development

Workshops

Staff contacts specific to this objective 128

Workshop contacts specific to this objective 11



Outcomes:

At two target sites resource rooms were developed using EH funds for materials needed in order to individualize programs. Personnel support was obtained from support personnel on-site and regular staff on-site.

Objective 4.3: Matching the severity of student needs to the amount, frequency, duration and number of services of different people required.

Assessment Tools

<u>Interventions</u>

WRAT

Task analysis

Rated Assessment (Math-Reading)

Behavior analysis

Markoff Informal Inventory

Academic objectives

Slingerland

Professional support personnel

Management of environment

Individualizing materials

Project staff development

Workshops

Staff contacts specific to this objective 162

Workshop contacts specific to this objective 47

Outcomes:

Title VI-G staff was instrumental in emphasizing to support personnel staffs the necessity of evaluating the services required by a pupil according to the severity of the pupil's needs. Support personnel were encouraged to enter the classroom and use their skills within a regular classroom setting.

Objective 4.5: Obtaining educational assessment data which will result in changes in the instructional program.



Assessment Tools

<u>Interventions</u>

WRAT

Gilmore

Rated Assessment (Math-Reading)

Markoff Informal Inventory

Slingerland

Task analysis

Professional support personnel

Individualizing instructional

techniques

Individualizing materials

Project staff development

Workshops

Staff contacts specific to this objective 185
Workshop contacts specific to this objective 32

Outcomes:

Support personnel were instructed in a wide range of assessment tools through workshops and on-site training by Title VI-G staff members. They were also trained in the translation of the results of these assessments into individualized instructional programs and instructional programs to fit the needs of groups or classrooms of pupils.

Project Objective No. 5:

Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

Objective 5.1: To what extent (frequency, duration and quality)

was project able to provide practicum experiences

with pupils, parents, school staffs in pupil

assessment, instruction, and consultation?

	Paul	Sharon	Carol	. Bob	Joy	
Pupil	x	X	X	X	X	
School Staff	Z	I	iga yayana baranan		X	
Parents			alegen and a second a second and a second and a second and a second and a second an			
Assessment		promise and the second		The second secon	A secretary results of the second	
Instruction				3	x	
Consultation	***		* ***	X	X	
Contact time	24 wk:	4 wk	6 wk	8 wk	.6 3k	A species of the
Title VI-G Contact Frequency	1/wk	1/wk	2/wk	1/3k	1/wk	ug G
5.11	School	garage Agricultura (Albano)	Antioch		1	*

Objective 5.2: What methodologies (types and effectiveness)

were used to establish linkages between project

and teacher training institutions?

- 1. Contacting teacher trainers
 - a. personally (in conference setting)
 - b. by telephone
 - c. by letter
- 2. Project
 - a. dissemination of information about

 Title VI-G to teacher trainers and

 district personnel through workshops,

meetings and personal contact.

Refer to Target School Appendix.

- 3. Dissemination of information directly to university students through student visits to Title VI-G and presentations in classroom setting at teacher training institutions.
- Objective 5.3: What experiences are required to assist in bridging the gap between theory and practical application?
 - Provide interns with an opportunity to observe a variety of educational settings and techniques prior to field placement;
 - a. to help interns identify areas of interest
 - b. to help interns plan course of work and coordinate it with practicum experience
 - 2. On-site work early in intern's training program.
 - a. base this experience on problem solving in real situations
 - b. coordinate theory with practical situation.

 Theory is most effectively learned and

 utilized when there is a need for it.
 - their activities and relating their activities to theory through conferences with supervisors, instructors, project staff and field site personnel.

- Increased and more frequent feedback for interns by supervisory personnel on:
 - a. interns competency in analyzing situations and defining problems
 - b. proficiency in applying teaching techniques and skills
 - c. appropriateness of materials
 - d. appropriateness of diagnostic tools
 - e. use of diagnostic information
 - f. program planning for pupils
- Objective 5.4: Model for continuation of interm experience. What

 do teacher trainers, university students and school

 district personnel in the project perceive as

 necessary and relevant experiences in preparing

 them to assist students, parents and school staffs?
 - increased background in instructional techniques wider repertoire to offer interns
 - 2. awareness of interns expectations and goals
 - 3. closer work with interns regarding their individual needs:
 - a. schedules commuting time, etc.
 - b. amount and type of direction and support
 - c. clear view of role in field placement situation
 - d. clear definition of who they are accountable to and what expectations are to be met

IMPLICATIONS

The following are implications based upon completion of the objectives of the Title VI-G Project.

- 1. The effectiveness of project staff members to assist regular classroom teachers to meet the needs of learning disabled pupils within the classroom will better assist the teachers to accept the move toward mainstreaming in California.
- 2. The learning team concept of shared responsibility between teaching and support staff will provide increased opportunities to better meet individual needs.
- Release time as provided by trained substitutes, proved to be an essential element in the project's operation. For any project to provide service, a release time component must be considered.
- 4. A defined pupil assessment package provided the project staff with a means of determining appropriate interventions and also provided participating teachers with an approach for measuring self-concept, behavior, and academic progress.
- 5. The development of Educationally Handicapped (EH) teachers' skills in planning and implementing interventions for EH pupils provided the local school with Special Education teachers as recognized resource persons to the regular teaching staff. This will be especially valuable in light of the mainstreaming concept.
- 6. Title VI-G work with support personnel (principals, social workers, psychologists, etc.) provided schools with additional skills service by personnel who are regularly in the schools.
- 7. Relocation of Title VI-G staff and Resource Center to a permanent existing centralized location provided the opportunity to combine the resources of Regular Education, Special Education, and EH in one building.
- 8. General Education increasingly accepted the Title VI-G Project as a resource for the General and Special Education.



GUIDELINES TO PROJECT OPERATORS

The following recommendations are made by the Title VI-G staff members to guide other project operators:

- 1. Initiate staff activities for planning and organization of project activities prior to the actual regular school year.
- 2. Staff characteristics should be consistent with objectives and needs of project activities:
 - a. familiarity with the district as well personnel with outside experience.
 - b. the educational background should be in regular and special education
 - c. staff members should be experienced teachers
- 3. Refinement of project forms and instruments should be established prior to the advent of project activities.
- 4. On-site coordination with teacher-training institutions should be initiated prior to the school year and continued throughout the school year if student-interns are a part of the project.
- 5. Personal contact with school staff should be made rather than depending on indirect means telephone, notes, etc.
- 6. An on-going feedback and exchange system should be developed between the project and any replication districts.
- 7. The evaluation system should provide for on-going site staff to assist in interpretation of data.
- 8. State Department consultation should be continued at the site-level
- 9. Substitutes for teachers should be provided to enable teachers to attend workshops and classroom observations. Substitutes should be trained in Title VI-G model processes and should be maintained as a unit.
- 10. Workshop activities designed specifically to include the ancillary staff should be initiated early in the year to better facilitate the monitoring of effectiveness in implementation of the workshop ideas in the on-going program.



- 11. A team approach should be utilized to facilitate interaction and continuity within the team. Teams should be
 designed to match the skills of the team staff to that of
 the school site staff to provide the school continuity
 after the project staff withdraws. Regular bi-menthly
 staff meetings should be required.
- 12. Team-work by several staff members at a single site was often more productive in light of support and varied skills provided. A team approach should be utilized as much as possible. To facilitate interaction and continuity within the team, regular bi-monthly staff meetings should be required.
- 13. Workshops at the end of the year should be continued as they help teachers and pupils to realize a "turned on" attitude toward learning even as the year ends. Those conducted during the year were natural motivators and should also be continued.

SERVICES TO CHILDREN

The proposal for the third year continuation of the project specified that direct service to Educationally Handicapped pupils should be limited to 153 pupils.

The proposal was modified to exclude the 24 non-public school pupils so the target population of direct service pupils was adjusted to 129 pupils.

DIRECT SERVICE TO CHILDREN - 1973-1974 (Not Through Workshops

SCH00LS	Screened	2 Requiring Specialized Help	3 Direct Service (Screened)	3 Direct S (Not Sci EH Potentia	reened) 	3b Graduating (No Longer Requiring Services)
Target Schools - S.F.						
Stevenson Edison	22 21	28 5	10 9	0 •	18 90	20 0
Winfield Scott Lawton Mark Twain Hearst	300 450 120 160	50 60 16 15	24 7 3 5	20 30 2 12	280 300 30 20	Site of English and the Control of English and t
Noriega Portola San Miguel McAteer Aptos	135 14 20 45 125	. 15 14 23 21 50	0 6 18 15 10	10 0 5 0	0 0 0 30 20	0 1 1 2
Replication Schools Clairemont Nicosio Lincoln Laguna	170 45 15 15	95 1	16	23 1 1	67 2	3
Others Bret Hart Argonno University Mound Andrew Jackson Everett Lafayette Langley Porter	25 20 10 100 18 12	8 20 10 60 18 12	0 20 10 0 6 2	2 0 0 0	18 0 0 0	0 0 0 0 0 0
TOTALS	1,842	523	161	113	875	44

Workshops direct service to pupils: 611

STAFF DEVELOPMENT

1. Number of staff personnel receiving <u>contact</u> through in-service training this year via workshops.

	Total:	*2,187	
	Regular Classroom Teachers	747	
B. (Central Office - Administrators	32	
C.	EH Teachers	198	
D. (Others:		
	EMR Teachers	2	
	State Staff	3 \	Included also
****	Compensatory Ed Staff		on chart
	Ancillary	263 /	$\label{eq:continuous} \mathcal{A}_{i} = \{ \mathbf{x}_{i}, \dots, \mathbf{x}_{i} \} \text{where} \mathbf{x}_{i} = \mathbf{x}_{i} = \mathbf{x}_{i} \}$
	Para Professionals	48 \	
	Interns	16	
	Parents	252	
	Bilingual Teachers	25	
	Title VI - Staff	229 /	

2. How?

Workshops via modes of demonstration, observation, lecture, discussion, participation by experimentation, audio-visual and multi-media.

3. With what frequency?

84 workshops/average of nine each month.

4. Number of para professional trained.

48 contacts

5. How?

Workshops via modes of demonstration, lectures and audi-visual.

6. Frequency.

Bi-monthly

* Persons may have attended more than one workshop.

REPLICATION ACTIVITIES

During the 1973-74 school year the Title VI-G Project proposed to replicate and evaluate all or portions of the concepts and materials in inner-city schools (Oakland) and urban and rural schools (Marin County).

Oakland Public Schools
Special Education Department
1025 Second Avenue
Oakland, California

- a. Components to be used:
 - 1. On-site aid from resource or reseach teachers
 - 2. Use of outside and district consultants in reference to obtaining expertise in various areas relating to the learning disabled student.
 - 3. Provision and interpretation to regular classroom teachers of diagnostic and prescriptive work-ups with readily usable lesson plans (Pacific Medical School interns).
 - 4. Adaptation of resource and material making center with emphasis on teacher made materials.
- b. Total number of pupils served: 64 white and 79 blacks.

Marin County Schools
201 Tamal Vista Blvd.
Corte Madera, California

- a. Components to be used:
 - 1. Development of Learning Centers math, reading.
 - Use of formal and informal assessments to be used in programming for individual students.
 - 3. Use of resource teacher for demonstration teaching.
 - 4. Workshops with interchange between replication district and San Francisco Unified Title VI Project.
- Total number of pupils served: 75 white.



HACIENDA-LA PUENTE UNIFIED SCHOOL DISTRICT 15959 East Gale Avenue La Puente, CA 91744

This district, replicating the Title VI-G project in San Francisco, was funded under Title VI-B funds from the State Department of Education. The objectives for 1973-74, together with the activities were:

OBJECTIVES

- Accelerate academic achievement and/or level of adaptive behavior of educationally handicapped.
- 2. Increase skills of EH teachers in assessment, designing educational interventions and evaluation.
- 3. Increase assessment skills and instructional strategies of teachers receiving students.
- 4. Increase substitutes and trainee's skills in environmental management techniques.
- 5. Increase level of parent skills in using behavioral management techniques with their children.

ACTIVITIES

- 1. Student assessment work-up; selection of interventions and writing of individual program.
- 2. Students placed in intensive service class to facilitate academic and adaptive changes.
- 3. Staff development activities in observation and recording, assessment, instructional strategies.
- 4. Field follow-up of students and teachers to assist applying observation and assessment skills.
- 5. Field consultation to teachers to improve instructional programs and management techniques.
- 6. Parent involvement in individual and group instruction to develop behavioral management skills.
- 7. Dissemination of procedures and outcomes both.

Total Pupils Served:

204 (57 Spanish Surname)

Personnel Trained:

130 Teachers

3 Teacher Aides

3 Specialists

Total Title VI-B Funds: Total District Funds State - Special Ed.

\$ 92,949 71,129

\$164,078



P. 0. Box 1008 Redlands, CA 92373

This district, replicating the Title VI-G project in San Francisco, received funding for their project from the State Department of Education under Title VI-B funds. The objectives for 1973-74, together with the activities, were:

OBJECTIVES

- 1. For each student processed with the Diagnostic Service Center (DSC), a detailed prescription for amelioration of identified learning disabilities will be developed.
- 2. By the end of the 1973-74 school year, all DSC students will demonstrate (a) significant academic progress and/or (b) more appropriate adaptive behavior.
- 3. Training program for at least two teachers will be developed.

ACTIVITIES

- 1. Each student processed will spend an average of 5-8 weeks in the Center.
- 2. Each receiving teacher will modify the plan when necessary.
- 3. Staff development sessions to develop and assist in modification of plan.
- 4. Teacher will identify specific behaviors that need to be changed in keeping with prescription and will carry out specific instruction.
- 5. Teachers will establish performance criteria for determining progress toward terminal objective and use appropriate tests to assess progress.
- 6. Receiving teachers will record success of students in areas described as learning disabilities or maladaptive behavior in original prescription.

Total Pupils Served: 75 (15 Spanish Surname) (1 Black)

Total Personnel Trained: 49 Teachers

19 Aides

Total Title VI-B Funds: \$40,028
Total District Funds: 6,039
State (Special Education): 20,890
\$66,957



OSITION	1971 - 1972	1972 - 1973	1973 - 1974
project pirector Sta	te Margaret Scheffelin	Margaret Scheffelin/Charles Keaster	Charles Keaster
EH SUD PVISOR - LOCAL		Marguerite Dugger	Marguerite Dugger 9/73-1/74 Audrey Rodman 4/74-6/74
Project Head Local	Joyce Kohfeldt	Joyce Kohfeldt	Jane Anderson
Labor Teatricks primary Interrediate Interrediate	Elaine Fische 9/71-2/72 Milton Bonsell Charles Eklof	Laboratory discontinued Laboratory discontinued Laboratory discontinued	
Leboratory Principals primary Intermediate	Stevenson - Tennessee Kent Jose Ortega - Walter Morris Potrero Hill - Tom Saumon	All Labs Discontinued	
Elecentary Resource	Carmella Cottonare 9/71-2/72 Aveline Coale 2/72-6/72	Beverly Comen Carol Lee 9/72-1/73 Amy Eggers 3/73-6/73	Marion Miller Kathleen Shimizu Amy Eggers
Junior High Resource	Douglas Reed 9/71-10/71 Sally Jorgensen 10/71-6/72	Betty Thomas Johanna Peterson Diane Cnorato	Betty Thomas Victor Milhoan
Principal - Office Si	te Potrero Hill - Tom Sammon	Potrero Hill - Tom Sammon	Lawton - Marion Heimsoth 9/73 - 2/74 Betty McNamara, Director Teacher Learning Center 2/74 - 6/74
Secretary	Janis Lee	Edna Bowen	Edna Bowen
Evaluation Consultant		Ted Alper Tom Whalen	Ted Alper Tom Whalen Support staff: Susan Ewy Paul Gareis
State Spartment for Eviltant for Eviltant		David Uslan	Alex Law Margaret Scheffelin
ERIC Variation Fronted by File			

ADMINISTRATIVE STAFF

State level

Charles W. Keaster, Ed.D., Consultant Bureau for Mentally Exceptional Children Division of Special Education, California

Margaret Scheffelin, Ph.D. -Consultant in Testing and Evaluation Unit, Division of Special Education State Department of Education, California

Local level

Jane Anderson, Project Head VI-G Model Delivery System San Francisco Unified School District September 1973 - June 1974

Marguerite Jugger, ED.D., EH Supervisor San Francisco Unified School District September 1971 - January 1974

Audrey Rodman, EH Supervisor San Francisco Unified School District April 1974 - June 1974

Joyce Kohfeldt, Project Head VI-G Model Delivery System San Francisco Unified School District 1971 - 1972

Laboratory Teachers 1971 - 1972

Milton Bonsel - Intermediate
Charles Eklof - Junior High
Elaine Fische - Primary

Laboratory Principals

Tennessee Kent - Robert Louis Stevenson (Primary)
Walter Morris - Jose Ortega (Intermediate)
Tom Sammon - Potrero Hill (Junior High)

Resource Teachers - Elementary

Aveline Coale	2/72 - 6/72
Beverly Cohen	9/72 - 6/73
Carmella Cottonare	9/71 - 2/72
Mary Crosby	9/72 - 6/73
Amy Eggers	3/73 - 6/74
Carol Lee	9/72 - 1/73
Marion Miller	9/73 - 6/74
Kathleen Shimizu 50	9/73 - 6/74



Resource Teacher - Secondary

Sally Jorgensen - Junior High 10/71 - 6/72

Victor Milhoan - Junior and Senior High 9/73 - 6/74

Diane Onorato - Junior High 9/72 - 6/73

Johanna Peterson - Junior and Senior High 9/72 - 6/73

Betty Thomas - Junior and Senior High 9/72 - 6/74

Administrators Title VI Office Sites

Marion Heimsoth, Principal, Lawton Elementary School
9/73 - 2/74

Tom Sammon, Principal, Potrero Hill Junior High School
1971-1973

Betty McNamara, Director, Teacher Learning Center
2/74 - 6/74

Secretaries

 Janis Lee
 1971 - 1972

 Edna Bowen
 1972 - 1974

Evaluation Consultants

Ted Alper, Ph.D. 1972 - 1974 Larry Brekka 1971 - 1972 Tom Whalen, Ph.D. 1972 - 1974

Evaluation Support Staff

Susan Ewy 1973 - 1974 Paul Gareis 1973 - 1974

State Department Consultants for Evaluation

Alex Law, Ph.D., Chief Office of Program Evaluation and Research State Department of Education

Margaret Scheffelin, Ph.D., Consultant in Office of Testing and Evaluation, Division of Special Education State Department of Education

David Uslan, Ph.D., Project Director, Systematic Program Development for Educationally Handicapped Pupils State Department of Education



APPENDIX A

APPENDIX A

SUMMARY OF DISSEMINATION ACTIVITIES

The following charts indicate in summary form the overall dissemination activities through the three year project term.

Included are the types of activities incurred under the broad category of dissemination (materials, intervention techniques, workshops, and pupil assessment packages). These charts are arranged under the headings of:

- . Other Districts
- . Community Agencies
- Government Agencies
- . San Francisco Unified School District

By Schools Special Ed. Services Division Superintendent and staff



OTHER DISTRICTS

	Instructional Materials	Intervention Techniques Resource Room On-Site	Workshops	Individual Pupil Assessment Package
Polk County, Florida	X	X		X
Highlands County, Flori	da X	x ·		X
Houston, Texas	X		X	X
Foster City	X	X	X	X
Berkeley Schools	X		X	X
Pacifica Schools	X		X	X
Santa Clara County EH Department	X	X	X	X
San Mateo City & County	Schools X	X	X	X
South San Francisco Sch	ools X	X	X	X
Sunnyvale School Distric	ct X	X	X	X
La Puente, California	X	X	X	X
Redlands, California	X	X	X	. X
Hacienda, California		X	X	X
Rowlands, California	X	X	X	X .
Santa Barbara County	X	X	X	X
Oxnard Schools	· X	X	X ·	X
Castro Valley	X	X	X	X
Illinois Schools	X	X	X	X
Boston, Massachusetts	X	X	X	X
Tulare County		X	X	X
Torrance, California	X		X	X

	OTHER DISTRICTS (Continued)	nstructional Materials	Intervention Resource Room		Workshops	Individual Pupil Assessment Package	·
	Bay Area Learning Center	X	X	X	X	X	
	Union School District, Marin	X	X	X	X	X	
)	Denver, Colorado Schools	X	X		X .	X	
	Austin, Texas	X	X		X	X	
	Los Angeles County	X	X	X	X	· X	
	Sacramento, California	X	X		X	X	
	Cupertino, California	X	X		X	X	
	Duvall Home for Mentally Retard Deland, Florida	ed, X	X			· · · · · · · X · · · · · · · · ·	
57	Community Mental Health Center Education Department Sebring, Florida	X	X			X	
	Community Mental Health Center Education Department WinterHaven, Florida	X	ĭ			I	
	Department of Special Education Phoenix, Arizona	X	X			X	
	Devereux Schools Santa Barbara	X	X	,		X	
	Fountain Valley Schools Fountain Valley, California	X	X	F		X	
	Lancaster School District Lancaster, California	X .	I			X	0.0
35	Kern County Schools	X	X		tide <u>and</u> to the first	X	66
	Imperial County Schools	X	X			X	
a Na	Som Luis Obispo County	X	X X		* *	X	

OTHER DISTRICTS
(Continued)

(Continued)	, or	Intervention Techniques	Individual Pupil Assessment
	Instructional Materials	Resource Room On-Site	Workshops Package
Contra Costa County Department of Education	X	X	I
Sonora County Office of Educat	ion X	X	X
Shasta County Schools	X	X	X
Orange Unified Schools	X	X	X
Stanislaus County Schools	· X	X	X
University of New Mexico Department of Special Education	on X	X	X
University of North Carolina	X	. Х	X
School for Contemporary Educat McLean, Virginia	zion X	X	X
State School for Boys Toronto, Canada	X	X	X
Newton School District Newton, Massachusetts	X	X	X

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COMMUNITY AGENCIES

Instru	ctional Materials	Intervention Techniq Resource Room On-S		Individual Pupil Assessmen Package
San Francisco Medical Society				X
P.T.A. San Francisco 2nd District,			X	X
California Congress of Parents and Teachers	X	.		X
Cedars Development Center, Marin	X	X	X	X
San Francisco Educational Auxiliary	· X	X X	X	X
President, Parents F.A.C.L.D.	X	X		X
Mission Community Mental Health	X Satisface	As electrons as well of	1	X
Colleges and Universities University of California at San Francisco	X	X	. X	X
Appalachian State College, North Carolina	X	X		X
Hayward State	X	X	X	X
U.C.L.A.	🗓 🗓 🗓	G. Special (A. 1) of the second second section and reduced level finance.	igamos en tiber estruce a mama a 🌉 sues de traj	. X
Leadership Training Institute, Tuscon, Arizona	X	X	tenna, X	X
University of Oklahoma	X	•		X
Dominican College, San Rafael, California	X	X X	X	X
University of California, Berkeley	X ************************************	X	X	X
Imiversity of South Florida	X	X		X

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.(('on'	/	4	7. 1		garag Santa
	100		- 1		-	

(Con Linux H)	Instructional Materials	Intervention Techniques Resource Room On-Site	Valetas	Individual Pupil Assessment
Colleges d Universities	THOSE RECOLORS TRACELLARD	resource (fooil off-0106	Workshops	Package
Flori Wouther"				X
University of than	X			X
University of Florida				X
Polk combinity college Winterfales, Florida			,	X
Pearout Vollege Nashrill Ternessee	X	X	9	X
University of Southern Californ Director, 18:05E	ornia X	X	**************************************	X
University of levals	X	X		X
California State University Chico: California	X	X		X
California State Diversity Fresto, California	X	X		X
California State Dolversity Northridge, California	X	X	4 · · · · · · · · · · · · · · · · · · ·	x

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GOVERNMENT AGENCIES

	nstructional Materials	Intervention To Resource Room	Carrier Control	<u>Workshops</u>	Pupil Assessment Package
Assemblyman,	4. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.				
Forsythe County, No. Carolina	y taologico (table <u>X</u> o <u>logico), a constante de la constante d</u>	.			A
Reading Consultant, Department of Defense					
European Dependent School Sys Florida State Department,	tem X	X			X
Special Education Division	X	X			χ -
The Institute, N.I.M.H. Tampa	X . i	X			X
California State Department Consultants					
Director, Health Education	X			X	in marine Marine in the second
State Department Special Education Consultants	X	X		X	Ĭ
Business Organizations	▼			۳	ite
Lawren Productions Control Data Institute	X	X		X	X



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

School		Instructional Materials	Intervention T Resource Room	and the state of t	<u>Workshopa</u>	Individual Pupil Assessment Package
1. An	drew Jackson		X	X	Ī	
2. Ar	gonne		X ,	X	X	X
) 4. 3. Br	et Harte		X	X	X	X
. 4. Do	uglas	X	\$ p.p.	X	X	
5. Fa	irmount			X	X	
. 6. Go	lden Gate	X	X		X	. X
7. Gu	adalupe	X				
8. Ha	wthorne	X	X	X	X	
9. Jo	hn McLaren	X	X		X	X
, 10. Jo	se Ortega	X • •	:	X	X	<i>f</i>
) 11. Ia	fayette	X	X	Х .	X	X
12. La	guna Honda	X	X	X	X	X
13. La	keshore			X		
14. Le	Conte/Hunters Point	X	X		X	4
15. Lo	uise M. Lombard	X		e :		
16. Mi	raloma	X	X		X	
	phael Weill		i e	*** क्या करते हैं किया कर • ************************************	X	
ing a man to the least	- cond Community	X.	X	X	X	
19. Sh						· · · · · · · · · · · · · · · · · · ·
	sitacion Valley	X		į.	X	
e de tradações (No. 1907) Sec	sitacion Valley Annex		1. (1. (1. (1. (1. (1. (1. (1. (1. (1. (X	• • • • • • • • • • • • • • • • • • •
	P. Giannini Junior High	1 X	X	स्ति के स्वयं के स्वयं (100)	риския (жидия Х	X
	erett Junior High	X	X		X	X

X

X

Instructional Materials

Intervention Techniques

Resource Room On-Site

SAN FRANCISCO UNIFIED PUBLIC SCHOOLS

24. James Denman Junior High

31. Woodrow Wilson High

(Continued)

Individual

Pupil Assessment

Package

X

X

X

Workshops

X

SAN FRANCISCO SPECIAL EDUCATIONAL SERVICES DIVISION

	Instructional Mate	rials	Intervention I Resource Room		Workshops	Individual Pupil Assessment Package
Speech, Hearing, Visually Handicapped Program					X	
Educable Mentally Handi- capped Program	X					
Louise M. Lombard TMH John McLaren TMH	X		X		X	
Secondary Mentally Handi- capped	***************************** X				X	X
John L. Roberts Center	V A		garanta en la companya de la companya del companya del companya de la companya de			
Physically Handicapped Program		,	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Childrens Hospital Kaiser Hospital San Francisco General St. Marys Hospital Shriners Hospital U.C. Hospital	X X X X X		X X X X		X X X X	X X X X X
Special Service Centers For Girls Childrens Hospital St. Lukes Hospital Mt. Zion Hospital San Francisco General St. Elizabeths Hospital	X X X X X		X X X X		X X X X	X X X X
Educationally Handicapped Therapeutic Educational Center	X		X		X	X
Kesidential Center Edgewood Children's Home Homewood Terrace Langley Porter	- X X X	Tunn sha [®] basa	X X X	X	X X X	



(Continued)	Instructional Materials	Intervention T Resource Room	er e e 🖣 e e e e	Individual Pupil Assessment Kshops Package
AMARIA SARA SARANSA (AMARIA SARANSA SA Maria Maria Ma Maria Maria Ma				
Residential Centers & Agencies				
(Cont.)				
Simpatico		X		X
U.C. Reading Center	X	X		X
University Mound	X	X	X	X
St. Mary's Speech			a e e e e e e e e e e e e e e e e e e e	
& Language Center	X	X	en e	X
Diagnostic Reading Clinic	X	er-emmana vari		X X
Supplementary Education Prog	gran X	X .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		X

SAN FRANCISCO UNIFIED SCHOOL DISTRICT SUPERINTENDENT AND STAFF

	nstructional Materials	Intervention Technique Resource Room On-Site		Individual Pupil Assessment Package
<u>.</u>	HOUTECOLOUGH IMPOSTED	reported 1000 01-p100	3 MOT VOTTO DO	Igorage
Director, Elementary Division			X	
Zone Administrator			X	,
Director, Instructional Support Services	X		X	
Supervisor, Music	X	X		
Supervisor, Inservice Education	X	X	X	
Supervisor, Senior High Division	1		X	
Assistant Superintendent, Special Educational Services Div	vision X	χ̈́	X	X
Member of Board of Education	X		X	
Metric Project Director	X	X	X	
Resource Development Director	X	•	X	
Compensatory Education	X		_X	X
ESEA Bilingual	X	X		
ESEA Title VII	X	X		en en en
S.B. 1302 Early Childhood	X		X	
San Francisco Education Auxiliary	X	X X	X	¥ X
Teacher Learning Center	X	X	Х	



APPENDIX B



<u>Appendix B</u>

OVERVIEW OF TITLE VI WORKSHOP INVOLVEMENT

Listed are the three categories of workshops involving Title VI staff.

A I. DISSEMINATION WORKSHOPS

Page 68

Title VI staff disseminated materials and project goals to regular classroom teachers, EH teachers and administrative staff outside of target schools. The above personnel frequently attended workshops which were given at target schools and other sites.

A II. TARGET SCHOOL WORKSHOPS

Page 80

Regular classroom teachers, EH teachers, principals, counselors, social workers, interms and para-professionals from target schools received in-service workshops through the Title VI-G staff. This involved 12 target schools in San Francisco (K-12), and 4 schools from the replication districts (K-12).

A III.STAFF DEVELOPMENT WORKSHOPS

Page 92

Title VI-G staff participated in workshops to enhance their own professional growth and to act as a dissemination service for this information.

The following appendix includes non-commercial materials used in A I. Dissemination Workshops A II. Target School Workshops A III. Staff Development Workshops.

On the right hand corner of each item are numbers indicating the specific workshop(s) in which these materials were used. This number corresponds to the workshop number on the charts.

Published materials demonstrated in workshops are listed chronologically in the bibliography. The numbers following each item correspond to workshop numbers as found in the left hand margin of each workshop chart.



A I. DISSEMINATION WORKSHOPS

The following charts indicate the number of dissemination workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.

8	8

٦,	Workshop Title & Site	Presented by	Mode	Date and Time	Bankfalok	,	
	Overview of Citle VI-O		Lecture	1156 10/3/73 8:30 A.M 9:30 A.M.	Participants VI-0 Staff Bret Harte staff Ancillary staff	20 4 26	Subject Area Cverview of Title VI- services
	Bret Harte School	:			·		
	Behavior Modification Presentation	J. Anderson, Title VI-G	Lecture	10/9/7) 8:30 a.m 9:30 a.m.	Title VI-G staff Bret Harta ataff Ancillary staff	4 20 4 29	Behavior Kodification Philosophy and Techniques
_	Bret Harte School Algebra Workshop	Carolyn Aho	Lecture	10/15/73	Title VI=0 etaff	Î	Algebra
		Creative Environment Center		4:00 P.M 6:00 P.M.	District teachers	25 26	<u>на</u> вти з
_	Ulloa School	Title VI-O Participatio	i			: 64	r
•	Materials Center DMST Orientation	IMCBE Staff	Lecture Demonstration	10/15/73 10/16/73 8:30 A.M 4:00 P.M.	Title VI		INCRE Overview
	El Rahncho Kotel,Millb	ne Title VI-G Participa	ion	'			;
	Behavior Modification	J. Anderson,Title VI-O	Lacture E	10/23/73 8:30 A.M 12:00 noon	Title VI-0 staff Bret Harte staff Ancillary staff	15	Benevior Modification techniques-video taping in classroom
	Brot Harte School						
•	EH Homebound Teachers Lawton School		lecture Participation	10/30/73 1:00 P.M 3:00 P.M.	Title VI-G staff Di teachers Ancillary staff	6 50 1 57	Tour of resource room Problem-solving

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		a*	-			
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Semayior Medification		Mode		Participants Participants	j	Subject Area
Techniques	Ague wineranti TTČTGAT=() Feachta	10/31/73			Behavior Modification
					1	techniques
			6:30 A.M	WIRTITUTA SCRITT	12	╡
			9130 A.M.		15	
			1.			
Behavior Modification	Jame Anderson, TitleVI-C	Lecture	11/7/71	VI-A store	+	
Warkingp			1////			Bebavior Addification
			0.70	Ancillary	#1/	techniques
					1,.	,
			1 2. 34 WHI	·	145	
Brot Parts Cabasi						
Deconstration and	Jana Anderson, Susan		11/11/73	Summahine Teaching	-	Self-Concept game
Workthop	MITTIEMS	Participation			15	Shake Eyra gare
·			2:30 P.M	VI-G Staff	2	File Folder computer
		İ	3:30 P.M.		17	
e	Title VI-G Sponmored				`'	
		,				
Games and Game Construg	Amy Eggera, J. Anderson	Lecture=	11/13/73	V7-A 91.27		
tion for Parents	Title VI-O Staff	Demonstration	1-5/11/2			Games; playing and construction
+			1		1 .	covartat (100
			7:30 P.H	Parents	1 - 1	
		ŕ	9:30 P.M.	1 1		•
Sunshine School					*	
		Lecture	11/14/73		2	Games: Playing and
~ 4x 40 \$7A11		Demonstration			15	construction
	ችቸለ⊽ዶ 1ቸ±ሺ		1:30 P.M	Ancillary	1	
		†	3:30 P.M.		18	
			<i>7.</i> [
Sunahine School			,	i		
Initial Title VI	Kathlant Shints	Logium mili	11015			-
Overview		recenté lum			5	Title VI-G Overview
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					20	,
Argonne School	·		3:30 P.X.		27	'
					-57	1
	Sunshine School Games and Game construction Sunshine School Initial Title VI	Senavior Modification Techniques Sent Marta School Behavior Modification Workshop Bret Marte School Curricul m Materials Demonstration and Workshop Title VI-G Sponsored and participated Games and Game Construe Amy Eggers, J. Anderson tion for Parents Title VI-O Staff Sunshine School J. Anderson and Sunsh Villiams — Title VI-O Sunshine School Initial Title VI Kathieen Shinizu Kathieen Shinizu	Sensition Notification Techniques Set Marte School Benavior Modification Verschop Bret Marte School Curricul m Materials Demonstration and Workshop Title VI-G Sponsored and participated Sunshine School Games and Game Construct Amy Eggers, J. Anderson tion for Parents Title VI-O Staff Sunshine School Games and Game construction Sunshine School Sunshine School Sunshine School Sunshine School Sunshine School Sunshine School Initial Title VI Overview Kathleen Shimizu Title VI-O Lecture Demonstration Lecture Demonstration Title VI-O Sunshine School Initial Title VI Overview Title VI-O Kathleen Shimizu Title VI-O	Securior Redification Techniques Service Parts School Senavior Redification Techniques Service Parts School Senavior Redification Workshop Service Parts School Senavior Redification Workshop Service Parts School Service Parts School Service Parts School Service Parts School Curricular Raterials Demonstration and Workshop Title VI-G Spongored and participated Sunshine School Sunshine School Games and Game Construe Any Eggers, J. Anderson Lecture Title VI-O Staff Sunshine School Sunshine School Games and Game construction Title VI-O Staff Sunshine School Sunshine School Games and Game construction Title VI-O Sunshine School Games and Game construction Sunshine School Games and Game construction Title VI-O Sunshine School Initial Title VI Overview Tatle VI-O Sunshine School Initial Title VI Overview Tatle VI-O 2:15 p.M	Seavior Rodification Techniques echniques Techniques Techniques Techniques Title VI-O Spondored Title VI-O Spondored Title VI-O Staff Title VI-O Tit	Stanylor Modification Techniques Stanylor Modification Techniques Stanylor Modification Techniques Stanylor Modification Techniques Stanylor Modification Workshop Stanylor Modification Williams Williams Stanylor Modification Williams Williams Stanylor Modification Williams Williams Williams Williams Stanylor Modification Williams Wi

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	,	a contract of the contract of	ı	Date and	٠		,	F
₽a.	Workshop Title & Site	Presented by	Mode	Time	Participants	#.	Subject Area	
			Lecture	11/15/73	VI-G Staff	1	INCSE Materials	7
ijι	MMSR Conference	Apiet r		11/16/73		ļ	,	
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	St. Meleca, Calif.	Title VI-C participated				-	O Watifized	
į. į.	Behavior Modification	4 MILE 14	Lectura	11/26/7)	VI-G Staff Bret Harte staff	2 10	Behavior Kadification	
		Title VI-G Staff			Ancillary	1		
				3:00 P.M.=	Minter			
	ŧ			4170 P.M.		13		
	Bret Harte School							
.Ş.		Jane Anderson-	Discussion	11/28/73	VI-O Staff	1	Continuation of	1
.,	Bret Harte	Title VI-G	·		Ancillary atalf	2	Title VI=G at Bret Harte	
		•		3:00 P.M.=		3	Dier Valee	l
				4:00 P.M.				
		*						
	Dept Varie Sabani	A	Video tape	12/6/73	VI-Q etaff	2	Reinforeing positive	-
16.	Behavior Modification	Susan Williams, Amy Eggers, Vic Milhoam			Teachera	2	behavior	1
		WITA ERRain! 1 *A LETTIANI	, †	9:00 A.M	į	4		
				12:00 neen	ŧ	S97	· +	
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	p. 01#0 ·							
	Winfleld Scott School	*		18/13/99	ut // Centr	1-3	Handina Partiens	
.ī.	Reading Demonstration	Jane Anderson,	Deponstration	12/12/73	VI=G Stalf Bret Harte Staff-	2	Heading Centers	
		Betty Thomas		A 28 1 11	Dide varia Statt-	-		
	ı			8:00 A.M.		4		
				,				
1	Bret Harte School	ľ						<u>_</u>
19.	Planning Meeting	Special Education	niguaeich	1/4/14	VI-G staff	1	Move to 1.L.C.	
	. • • • • • • • • • • • • • • • • • • •	Division	,	10.70 1 11	Ancillary staff	17		
l				10:30 A.M 12:00 noon		13		
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	Central Office							
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19.	Vote hop Title A Site	Presented by	Möde	Tise	Participants	i	Subject Area
٠,٠	Inside-Out Workshop	Health Education Div. S.F.U.S.D.	Lecture	1/5/74	VI-0 Staff	2	Multiredia approach
	,	411.1918181	İ	8:00 A.M.=	Teachera '	50	to feelings
				5:00 P.M.	·	.24	
	•					' '	
	Teacher Learning Center				1.		1
20.	Self-Concept Workshop	Betty Thomas, Title VI-G	Lecture	1/8/74	VI-0 staff		
			Deconstration	-/ =/ 1 '	Teachers	10	Self-Concept
						13	
	,					,	,
	Patriaggian w		-				
<u>.</u>	University Mound Special Education	M-sil- K					
	Notkayob Aberiat Sincheloil	Martin Dean	Demonstration	1/10/74	VI=G Staff	Ī	Developing AV
		:			Central Office Administration		presentation for Special Education
		. ,		10:15 A.M.	Staff	25	Abactet FORCYPIOU
			:	12:00 noon		20	
	f # c	Title VI-G participated					
72.		Vic Milhoan	Buscaglia taper	1/10/74	VI-O atali		Behavior Modification
				t.	Sutro School staff	25	pomitte imitribuetur
				1130 P.M			
	÷			3130 P.M.		27	*
	Sutro School	,					
.,	Special Education Work-	Special Education	Lecture	2/14/74	VI-G ptair	-	18.
	shop planning for curriculus comittee	Division		4.4(,	EM Supervisor	1	Organization of pre- sentation for curri-
	eurrieussa ecamittée		ļ	8100 A.K.=	Division members	20	culum committee
	•	ļ		9130 A.X.	*: ; 454	23	menting :
	Jone Ortera School						
ù, .	Curriculum Committee Presentation of	Adv Eggera	Lecture	2/21/74	VI-G Staff	4	Special Education
	Special Education		.		Spec. Ed. staff	75	mervices to
	Servicea	-		7:00 A.M.=		79	9.P.U.S.D.
				9:00 A.M.	:	17	·
	Louise Londard	m· .			:		ľ

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	ar a	Presented by	Yode	Date and Time	Participanta	#	Subject Area	
	Workshop Title & Site			2/25/74	Vī-G Staff	l "	P. E. Notor Skilis	
25.	Upaving In-service P.Z. Supervisor and	W. Ollardi	Lecture	4 () (()	Ancillary staff	2	Survey	- (
	Kotor Skills				Volunteera	12	·	1. V.
	,	r	e e e grane	9:00 A.M 11:00 A.M.		15		La Cale
				TTIM Will	:			i de la companya de l
	P. A. Hearst School			- VIII - CII			Title VI-0 rroject	
25,	A.C.L.D. Conference	Title VI=C Staff	Lecture Demonstration	2/25/74 2/26/74	VI-O Staff Participanta to	4	Ilere Ar-A tiolade	
		ı	P-Siścijó xy másau	2/27,28,29	,Conference	1000		
				3/1/74		1004	·	ŀ
	Houston, Texas							
27.	Scorgasbord Planning	Fern Kelly	Lecture	3/4/74	VI-G Staff Spec. Ed. Staff	3	Smorgasbord Planning Workahop	
٠	Vorkahop				Fern Kelly	í		
			<u></u>	10:00 A.M 12:00 noon	ii.	7		
	, i		ı	TE LAA HAAH	ı			
	Perm Kelly's Office Central Office	Title'VI=O participated		:				
23,	Smorgaabord Workshop	Pern Kelly	Lecture	3/27/74	VI-O Staff Spec. Ed. Staff	10	Planning for Scorgasbord	
			ŧ,		open ou weer		<u></u>	
			,	9:30 A.M 11:30 A.M.		13	1	
				TTI'N WHILL				
	Teacher Learning Center	Title VI-G participate						
29.	Materials Day	Joyca Kohfeldt	Demonstration	3/30/74	VI-O Staff J. Kohfeldt	1	Individualized = - Instruction	
			Participation		Oakland teachers	3 0	THE RESIDENCE	
				9:00 A.M 12:00 noon	,	y		
	,			TEIAA IIAAN			•	
	Start Center	Title VI-O Sponsored and participated		ı				
7Ġ.	Sporgaphord Workshop	Fern Kolly	Lecture	4/2/74	VI-G Staff	3	Planning for Smorgaabord	
	Planning		i	த்து அக்க்க்	Spec. Ed. Staff	10	≎riót Ras⊷n #	
				10:30 A.M. 12:00 noon		13	•	
	SWO Pareta	Title VI-O participated			•			
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-	Andrew March Street		7 (F) (F) (F) (F) (F)	ARTHUR PAR				

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a.		Premented by	Mode	Date and Time	Participants	į	Subject Area
	Project Upawing Reading Program 9.P.U.S.D.	P. Preaton	Lecture	4/15/74	VI-G Staff Volunteers Ancillary staff	2 10 2	Reading Program in S.P.U.S.D.
	P.A. Hearnt School	Title VI-O participated		9100 A.M 11100 A.M.	,	14	1
2.		Fern Kelly	Lecture	4/18/74 10:00 A.M	VI-G Staff Spec. Ed. Staff	3 10 13	Planning for Smorgasbord
	Teacher Learning Center			12:00 noon			
)).	Scorgasbord Workshop Planning	Ferm Xelly	Lecturo	4/26/74	VI-G Staff , Spec. Ed. Staff	3.	Planning for Smorgmabord
			,	8:00 A.M 10:00 A.M.	·	13	
	Teacher Leagning Center	Title VI-G participated					t \$
١.	Lit. I - Temple Univ. Project Opswing Evaluator		Lecture	5/13/74	VI-G Staff Ancillary Volunteers	2 4 12	Upawing Evaluation and Overview Nationwide
	9 :			10:00 A.M 12:00 noon	,	18	,
<u>.</u>	P. A. Rearet School C.E.C. Conference	Title VI-O participated Title VI-O Staff	Lecture	5/9/74	VI-O Staff	В	Practical suggestions
"	Ainiai anurerduid	ative the mail	Demonstration	2:00 P.M 4:00 P.M.	Participanta	200 208	
	Sheraton Palace						
Б.		Harry Wong	Slides and Demonstration,	5/16/74	VI-G Staff Laguna Honda staff Ancillary	2 15 3	Selenco Lesson
	Laguna Konda School	Title VI-O Sponsored and participated		8:00 A.M 10:15 A.M.	Children	30 50	

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	Workshop		Mode Slides, Demon- stration in classroom	Date and Time 5/16/74 8:00 A.M 10:30 A.M.	Participants VI-G Staff Children Aide J.Ortega Reg.staff Ancillary staff El teachera	# 28 18 29 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	Subject Area Hands on Workshop - Science lesson in classroom
	Faculty Veeting	10 to 1 mg 10 mg	Audio-Viaual Lecture	5/20/74 8:00 A.M.=	VI-O Staff Reg. teachers Ancillary	2 3 1	Success in the Classroom
1,62	Second Community School		i activa	9:00 A.M. 5/28/74	VI-G Stalf	1	Success in the
<i>;</i>].	Success in the Classroom	Harry Wong	Lecture Demonstration	3:00 P.M 4:00 P.M.	Yi-O Stail Regular teachers EM teachers Ancillary	12 2 16	Cjasacop
	Lafayette School	Title VI-O Sponsored	,		,		
-c.	Individualized instruc- tion in the chassroom	Joyce Kohfeldt	Demonstration Participation .	5/29/74 8:30 A.M 12:00 noon	VI-G staff Children Regular teachers Ancillary	1 34 2 1	Individualized Indiruc- tion in the classroot
	Second Crimunity School	Title VI-G Sponsored & participated		12100 11441			1
reil g	Individualized instruc- tion in the clausecom		Demonstration Participation	5/29/74 1:00 P.M 3:00 P.M.	VI-O Staff Children EH teachers Ancillary	19 1 1 1 22	Individualized instruc- tion in the classroom
	Premart School	Title VI-O Sponsored & participated	:				
.Ž.	Curriculum materials for individualized instruction	Joyce Kohfeldt	Demonatration Participation	5/30/74 2100 P.M.=	VI-G Staff EH teachers Children	1 6	Curriculum materials for individualized instruction
	Lafayette School	Title VI-G Sponsored and participated		3100 P.M.	·	8	**************************************

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` a.	Workshop Title & Site	Presented by	, Mode	Date and Time	Participants		Subject Area	
·-).	Curriculum materials fo individualized instruction	Joyce Kohfeldt Title VI-G Sponsored	Demonstration Participation	5/31/74 8:00 A.H 2:30 P.M.	VI-G Aide Regular teachers Ancillary Children Paraprofessionals	1 12 1 90 4	Curriculum materials for individualized instruction	The same of the same
÷Й.	Festions School Rated Assessment and Title VI-G Wath Katerials	and participated K. Shimizu and Marilyn Waggoner	Lecture Demonstration	6/7/74 1:00 P.M 2:30 P.H.	VI-G Staff Comp. Ed. Staff	6 8	Title VI-G Math Assessment and re- modiation materials	
	Teacher Learning Center Cedars Workshop Cedars Development Center of Marin Co.	Susan Williams and Jame Anderson Title VI-G presented, sponsored a participate	Class demon- stration, group evaluation and summary with teachers and staff	6/7/74 8:30 a.m 1:30 p.m.	VI-O Staff Cedars staff Ancillary Student teachers Volunteers Parents	28454	The Social Learning Curriculum, Title VI Multi-dittos and materials from the Resource Room	
		300	.,					
		or the second page time and the second second second second second second second second second second second se	,					

Project Objectives	Inner City Scho	ola	Rural School	3	
	Claremont Junior Hig Oakland, California	h School	Marin County Schools Laguna School District Lincoln School District Nicasio School District		
3.0 Service to regular teachers	Target teachers Other teachers	16 60	Target teachers	6	
4.0 Involvement of support personnel	Principals Specialists		Principals Specialists)	
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by John V. Gilmore

Eunice C. Gilmore

Harcourt, Brace & World, Inc.

New York, New York, 1968

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A II. TARGET SCHOOL WORKSHOPS

The following charts indicate the number of Target School Workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.





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				¥.J-	Date and Time	Participants			FORMAL EX	The second secon
L	:e:	Vorkshop Mitle & Site	Presented by	Mode	11me	Par el el panes	-1	286,955 (8.54	P	٦
	1.	Grientation on Reading Program	Open Court Publishing Company	Lecture	9/4/73 9:00 A.M 3:00 P.H.	VI-G Staff Lawton School Staff Ancillary Staff Interns Paraprofessionals		Open Court Reading System	PEATHOR	الأروانة والمستقدة المرجوع الأهر وهنان والمسا
		Lavton School	TitleVI-G Participation)1		_	
	2.	On-Site Zone Council Meeting	Marion Heimsoth, Principal Lawton School	Discussion	9/24/73 8:30 A.M.= 10:00 A.M.	VI-G Staff Ancillary Staff Parests) 12	Behavior Modification Techniques		عدادة المستحدث المستحد
	:	Lawton School	Title VI-O Participatio	r.			18			Land of the land o
		Wide Range Achlevement Test Procedures	Amy Eggers, Title VI-0	Lecture	9/26/7) 8:30 a.m 9:30 a.m.	VI-G Staff Lawton School Staff Ancillary Staff Interna Paraprofessionals	1	WRAT procedures		
1		Lawton School	ı				X			4
	ů.	The Resource Room Lawton School	Title VI-O Staff	Lecture Demonstration	9/26/73 8130 A.M 9130 A.M.	VI-O Staff Lawton School Staff Ancillary Staff Interna Paraprofessionals	5 1 3 1 4 32	Resource Room explored		
	5.	Title VI-G Overview	Vic Milhoan,TitleVI-G	Lecture	10/2/73 7170 P.M 9170 P.M.	VI-G Staff Lawton School Staff Ancillary Parenta	18 18 150 172	Overview of Title VI-G		والمساورة والمساورة والمائمة والمائمة والمائمة والمائمة والمائمة والمائمة والمائمة والمائمة والمائمة
	5,	House Teacher Learning Center Overview	P. Middleton, T.L.C. and Mitle VI-0 Staff	Lecture	10/4/73 8:30 A.M 12 noon	VI-O Staff Aptoa Jr. High School Staff	3	T.L.C. overview		
		Teacher Learning Conter					2-11-2			

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	e in the second							Pormal.
			; ù_3_	Date and	Participants	. .	Subject area	4
,	Vorkahop Title 4 Site	Presented by	Mode	10/16/73	VI-Q Staff	3	Classroom visitation	1
•	Daniel Webster Model School Visitation	ESEA Staff	Demonstration	8:30 A.M	Bret Harte Staff Lawton Staff	1		
			भ	12:00 noon				
	Daniel Webster School	Title VI-G Participation	N	<i>i</i>		8		
<u> </u>	Everett Groovy Curriculum Day	Title VI-G Staff	Demonatration	10/18/73	VI-G Staff Aptos Staff	6 12 6	Reading, math, and social studies learning centers	
	firitinism bol			8:00 A.M.=	Interna <u>Al</u> dea Pupila	2	Testilifi Actions	
				1:00 P.M.	· · · · · · · · · · · · · · · · · · ·	146		
	Everett Jr. High School Title VI-G Overview	Kathy Shimizu and Betty Thomas,	Lecture Pilm	10/23/73	VI-O Staff Mark Twoin Staff	2 12	Overview of Title VI-G Film on learning	
	Pilm: "If a Boy Can't Learn"	Matty Incoma, Title VI-0	1 *2 ***	2:15 P.M 3:30 P.M.	Ancillary Staff	2	dimabilitiem	
			, A	,,,,,,,,,		16		
	Yark Twain School	i .				-	as a same thinking	†
Ò.	Open House for EH Teachers	Title VI-0 Staff	Lecture Participation	10/24/73 In	VI-G Staff EH Teachers Ancillary Staff	6 50 5	Shared responsibility and overview of Title VI-G and	
:	Shared Responsibility		•	3:30 P.M 5:00 P.M.		71	resource room	
	Lawton School							-
11.	Tests and Learning Assistance Inventory	Dr. Annabel Markoff	Lecture	11/12/73	VI-G Staff EH Teachers Regular Teachers	12 29	Testing-informal assessment model - ities	
				1:00 P.M	Ancillary Staff Interns	5 2		
	Lawton School	Sponsored by Title VI-	(5100 P.M.	State Staff	55		
.2.		Amy Eggers and Marion Miller, Title VI-0	Lecture Participation	11/14/73	VI-0 Staff Teachers Ancillary Staff	16 2	Learning modelities	
				1130 P.M.= 3130 P.M.	· 「「「」」 「 」 「 」 「 」 「 」 「 」 「 」 「 」 「 」	20		
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		·	:	Date and				T CAT TOTAL
	Vorkahop Title and Bits	Presented by	<u> Yode</u>	Time	Participants	4	Subject Area	-
13.		Vic Milhoan, Title VI-G	Lecture	11/14/13	VI-G Staff Bilingual teachers Ancillary	1 25 5	Title VI-G models re- levant to bilingual program	A THE TAX
	5.1 Francisco (A.)	, , , , , , , , , , , , , , , , , , , ,	·	1100 P.H.= 3100 P.H.	i i i i i i i i i i i i i i i i i i i	31		O.T.
14.	R.L. Stevenson School	No. 1 Washington		11 /10/71	I A ALAB			L
	Tests and Learning Assistance Inventory	Dr. A. Markoff	Lecture	11/19/73 1:00 P.M 5:00 P.M.	VI-G Staff Ei Teachera Regular Teachera Ancillary Interna State Staff	6 12 29 5 2	Testing- Informal Agreement Modalities	
_	Lawton School	Title VI-G Sponsored				55	Pirito de Paragon gania.	X
·5.	Ketric Workshop	Carolym Ano	Lecture Demonstratio Participatio		VI-G Staff Mark Twain Staff Lawton Staff	5	Metric System	
		11	; ************************************	8:00 A.M 11:00 A.M.		14	#	
	C.S.C.	Title VI-O Sponsored		. :				L
.f.	Yaterials Day	Virginia Tomlinson and Joyes Kobfeldt	Lecture Deponstration Participation	12/1/73	VI-O Staff Teachers Ancillary	6 50 1	Materials and Curriculum develop- ment	
			· · · · · · · · · · · · · · · · · · ·	8:15 A.M 3:00 P.M.		57		
_	Potrero Hill Jr. Righ	Title VI-G Sponsored		le ka		<u> </u>		ļ.,
17.	Monterey Reading	Fhyllis Kaplan	Lecture	12/5/73	VI-G Staff EH Teachers	22	Monterey Reading	
):00 P.M.= 7:00 P.M.		23		
	Everett School	Title VI-O Participated		ı			11	
19.	Yonterey Reading	Phyllia Kaplan	Lecture	12/1/13	VI-O Staff EH Teachers	1 22	Monterey Reading	
	Everett School	Title VI-0 Participated		3100 P.M 7100 P.M.		23		

	!	4.1.18			' ' '			
	: :	Presented by	Mode	Date and Time	Participants .	-	Subject Area	
9. 9.	<u>Vorkstop Title and Site</u> Inside-Out Workshop	Harria Clemens	Lecture	1/4/74	VI-G Staff	2 20	Multi-media approach to feelings	* 4
				6:00 P.H 10:00 P.M.		22		7.5
	T. L. C.	Title VI-G Participated						Ļ
ე.	Reach for Learning	Reach for Learning Staff	Lecture	1/9/74 8130 A.H	VI-O Staff EH ESEA Coordinator Reach for Learning Staff	1	Case Study	
	= 1.1	airi iff á headeleakar		1:00 P.M.	wait in the second	9		
	Berkeley	Title VI-O Participated	funktion	1/16/74	VI=G Staff	2	Modality Training	-
.	Kodality Training	Amy Eggers, Title VI-G Marion Killer, Title VI-G	Lecture Demonstration with Children	1/10//4 1:30 P.M	Vi≃U Stall Hearst-Moriega Staff Ancillary	16 2	Slingerland Teat	
	P. A. Hearat School Noriega School		÷	3:30 P.X.		20		1
2.	Individualized Instruction	Mary Collins	Lecture Demonstration Participation	1/23/74	VI-G Staff Yark Tvain Staff Yark Tvain Ancillar Marin Teachera	6 12 3	Individualized Instruction	
	T. L. C.	Mitle VI-G Sponmored and Participated	نر	B130 A.M 2130 P.M.	•	2)		
).	IVASE Video Tapes on Learn- ing Centers	Jane Anderoon,TitleVI-G	Audio-Visual	1/23/74	VI-G Staff Mark Tvain Staff	6 12	Video Tapes	
	ang venuer	h :		2130 P.M 3130 P.M.		Ŧτ		
	T. L. C.	Title VI-0 Sponsored						
) 4 ,	Project Upswing Orientation	Title VI-O Staff	Lecture	1/28/74	VI-G Staff Ancillary Pupil Pera.Counselo	54 54 · ·	Upswing Orientation	
	P.A.Hearst School	Presented and Participated	en en stage (2) Life (1) and (1) and (2) Life (2) and (2) and (3)	9:00 A.X 11:00 A.X.	Upswing Zone Coord. Volunteera	1 12 18		

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'.o.'	Workshop Title & Site	Presented by	Mode	Date and Time	Participanta	7	Subject Area	E
5.	Project Upswing Orientation P. A. Hearst School	Title VI-G Staff Presented and Participated		= ; =-1 !	VI-G Staff Ancillary PupilPera.Counselor Upswing Zone Goord. Volunteers	2 1 1 12	Upaving Orientation	
6.	Metric Workshop T.L.C.	Carolyn Abo Title VI-O Sponsored and Participated	Lecture/ Demonstration and Participation	9:00 A.M	VI-G Staff Claremont Teachers McAteer EH Teacher Teachers Ancillary Claremont EH Teacher	2 16 1 1 2 2	Yetric Lessons	
77.	Individualized Instruction	K.Shimizu, Title VI-O	Demonstration Participation	1/29/14	VI-G Staff Mark Twain Staff	2 18 20	Individualized Instruction	ï
23.	Mark Twain School Project Upswing Orientation	Title VI-O Staff Presented and Participated	Lecture	2/4/74 9:00 A.M 11:00 A.M.	VI-G Staff Ancillary Pupil Pera.Couna. Upawing Zone Coord. Volunteera	2 1 1 12	Upswing Orientation	
	P. A. Mesrat School Materials Day Aptos Jr. High	Joyce Kohfeldt Title VI-O Sponsored	Demonstration		VI-Q Staff Aptob Teachers Lawton EdTeacher W. Scott Ed Teacher Ancillary Everett Teachers Hoover Teachers	37 2 1 38	Individualized instruc- tion for Secondary Students	
50.	Upswing Presentation Materials - Individualized in- struction P.A. Hearst School	Amy Eggers, Title VI-O	Lecture Demonstration	2/19/74 9:00 A.M 11:00 A.M.	VI-G Staff Volunteers Ancillary Staff	1 12 1 14	Materials for Individualizing	

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				Date and	Participants	,	Subject Area	٢
 141	Vorkatop Title & Site	Presented by	Mode Demonstration	11me 2/19/74	VI-O Staff	1		i.
<u>/</u> .	Edsara Demonstration	Pam McLaren	Newcountractor.	<i>411</i> 1/(*	San Miguel Edmark	1	Reading Program	THE PROPERTY OF
			,	9100 A.M 10130 A.M.	,	3		Hom
	San Kiguel School	Title VI-G Sponsored			•			L
12,	Materials Day	Joyce Kohfeldt	Demonstration Participation	3/6/74	VI-G Staff P.A. Hearat Staff Ancillary Staff	2 10 1	Materiala for individualization	
				8130 A.M 3130 P.M.		13		
	P.A. Hearst School	Title VI-O presented and participated			# # #			_
i],	Individual Programs	Amy Eggera, Title VI-G	Lecture	3/11/74	VI=G Staff	1.	Materials for individualization	Ī
	, regarding academic and behavior skills		Demonstration		Ancillary Staff Volunteers	1 12	TUĞTATÖNTTYEFFIGIF	
	BUM DEUTATOL BUTTIG			9:00 A.M.		14	t Tarandan a sa	
				11:00 A.M.				
	P.A. Hearst School	i			' !			
j4,	Yary Collins Workshop	Yary Collins	Demonstration	3/12/74	VI-O Stalf Teachera	1 6	Workshop/Demonstration	1
	·				Ancillary	1_		l
	+	·		8:30 A.M 3:30 P.M.	1, 1	₿		
			•	7.7				
	Yark Tomin School	Title VI-O Sponsored						
5 ,	Patterning Structural	Judith Aaton	Observation	3/27/74	VI-G Staff	1	Assessment of needs	
	Integration	r	Discussion		Instructors in Structural inte-		room observation	
				11:00 A.M.	gration	ż	11000	
			ı	12:00 noon	Regular pupils	30 34	·	
	Lawton School	Mitle VI-G Sponsored				<i>'</i> '		
15.	Materials Day	Joyce Kohfeldt	Demonstration	4/1/74	VI=0 Staff	2	Individualized instruc	
ľ			Participation		Noriega Staff Volunteers	12 12	tion for primary children	
				8130 A.M	t e	28	for the order of	
	Noriega Home School	Title VI-G Sponsored	:	3130 P.M.				-
	Volteee Vois ocumen	PROTE ST.A ARRIMANGE		'	and production of the second			L

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ġ.	Warkshop Title & Site	Presented by	Mod e	Date and Time	Participants	#	Subject Area	
!7.	Teacher Effectiveness Training	Rev. B. Kinnard Title VI-G Sponsored	Lecture Demonstration	4/22/74 3:00 P.M 4:15 P.M.	VI-O Staff EH Teachers Ancillary Staff Interns	6 2 1	Teacher affectiveness	
	A. L. Stevenson School	and participated				10		
7.	Orientation Meeting for H. Worg Workshop Multi-media Happening	-	Multi-media Lecture Demonstration	5/1/74 4:00 p.m 8:00 p.m.	VI-G Staff Aides EH Teachers Regular teachers Ancillary Staff Intern	8 3 8 40 35 1	Motivating the educationally uninvolved	
•	Potrero Hill Jr. High	presented,participated				95		=
) ,	Medical Society Work- shop on Health Equestion	S. P. Medical Society	Lecture Demonstration	5/4/74	VI-O Staff Others	50	Health Education for teachers, children, doctors	
	S. F. Medical Society 150 Masonic Avenue	Title VI-0 presented and sponsored	1	9130 A.M 3130 P.M.		53		
Ō,	Presentation of Rated Assessment and Self-concept	Amy Eggers,Title VI-G	Lecture Demonstration	5/6/74	VI=G Staff Ancillary Volunteers	1 1 10	Upaving In-Şervice	10
	P.A. Hearat School			9:30 A.M 11:00 A.M.		12		
* 1	Experiencing Success- ful Performance	Harry K. Wong	Film Lecture Demonstration Participation	5/7/74 9:00 A.M 3:30 P.M.	VI-G Staff Aides EH Teachers Regular teachers Ancillary staff Intern	8 3 18 33	Individual atyles in teaching and learn- ing	
	Teacher Learning Center	Title VI=O Sponsored				67		
	Council for Exceptional Children Workshop Leadership Training Institute Component for Storgasbord	Leadership Training Institute Staff	Lecture .	5/8/74 9:00 A.M 3:00 P.M.	VI-G Staff Aides EN Teachers Regular Teachers Ancillary Staff Intern	8 18 18 33	What's Happening in Learning Disabilities- Evaluation Design; Resource Room;Language Development;Current	
	Sheraton Palace Hotel	Title VI-O Sponsored		S188 1 21/12		67	Trends in Diagnosis	

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	Workshop Title & Site	Presented by	Mode	Date and Time	Participanto	#	Subject årea
_	Project Upawing Reading Rated Assessment	imy Fasers. Title VI-C	Demonstration	5/13/74 9:00 X.M 11:00 A.M.	VI-G Staff Ancillary staff Volunteers	2 12 15	Reading-Rated Assessent Title VI-C
4.	P. A. Rearst School Harry Wong Classroom Presentation-Science Lasson Norlega Home School	Harry K. Wong Title VI-O sponsored and participated		5/14/74 8130 A.H 12:00 noon	VI-G Staff Aides Parents Ancillary Regular teachers Pupils	71 53 6 50 71	Science Lesson
5.	Harry Wong Classroom Presentation-Science Lesson	Harry M. Wong	Demonstration	5/14/74 1:00 P.M 3:00 P.M.	VI-G Staff Aides Parents Ancillary Regular teachers Pupils	4 3 5 3 5 7 1	Science Lesson Metric Measurement
ć,	P. A. Mearst School Harry Wong Faculty Workshop	participated Harry K. Wong	Film Demonstration	5/16/74	VI-G Staff Aptos General Staff Ancillary Staff	2 15 2	Hands-On Workshop Teaching Styles
	Aptos Jr. High	Title VI-G Sponsored	Ē	2:00 P.M 3:30 P.M.		19	
.7.		Marilyn Waggoner - Title VI-0	Lecture Participation Audio-Visual	5/16/74 2:00 P.M 3:30 P.M.	VI-O Staff Regular teachers EH Teachers Ancillary staff	27 23 1	Metric Measurement
	Claremont Jr. High					27	W.A.A.T. Mest
.g.		Kathleen Shimizu, Title VI-G	Lecture	5/17/74 1:30 P.M 2:30 P.M.	VI-G Staff Aides Ancillary staff EH-VH teachers	1 2	Administration Methods
	Lawton School	r				9	

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<u>"'9,</u>	Workshop Title & Site	Presented by	Mode	Date and Time	Participante	- 1	Subject Area
i17.	Curriculum Resource Day	Joyce Kohfeldt	Lecture Demonstration Participation	5/28/74 9:00 A.M 3:00 P.M.	VI-G Staff Aides EH Teachers Regular teachers Ancillary staff	5 6 20 4	Curriculum materials for individualized instruction
<u></u> ,2.			Observation Discussion	5/29/74 9:00 A.M 10:30 A.M.	VI-G Staff Instructor in Structural integration Regular teachers Ancillary Staff Pupils	1 1 1 25	Assessment of needs and direct classroom observation
	Patterning Structural Integration Aptos Jr. High	Judith Acton Title VI=G presented	Observation Discussion	5/29/74 11:00 A.M 11:45 A.M. 1:30 P.M 2:15 P.M.	tural integration	2 2 1 1 2 3	Assessment of needs and direct classroom observation
	stration in the class room	,	Description and observation in the class-; room	5/30/74 8:30 A.M 1:00 P.M.	VI-G Staff Regular teachers Ancillary Staff Aidea Pupils	12 2 2 30	Science lesson on drug abuse
.j.	Mark Twain School Science Teaching Demonstration in the class- room Lawton School		Demonstration and observa- tion in the classroom	5/30/74 1:30 P.M 3:30 P.M.	VI-G Staff Regular teachers EH teachers Pupils	50 2 4 60 67	Science lesson in a classroom and obser- vation
54.	Hands-On Workshop Success in Classroom Teacher Learning Center	Harry K. Wong Title VI-0 Sponsored & participated	Slides Lecture Participation	5/20/74 4100 P.M. 9100 P.M.	VI-G Staff Regular teachers EX teachers Ancillary staff Aides	9 5 2 8 3	Hands-on Workshop

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<u>"a.</u>	Workshop Title & Site Individualized instruc- tion in the class- room San Miguel School	Presented by Joyce Kohfeldt Title VI-O sponsored and participated	Mode Demonstration Participation	Date and Time 5/30/74 8:00 A.H.= 12:00 moon	Participants VI-0 Staff Aides Regular teachers EN teachers Ancillary staff Pupils	# 10 1 2 70	Subject Area Curriculum saterials for individualized instruction	Francisco II 11 Company of Account
10 A	Curriculum materials for individualized instruction P. A. Hearst School	Joyce Kohfeldt Title VI-G sponsored and participated	Demonstration Participation	5/31/74 1:45 P.M 2:30 P.M.	Regular teacher Aide Pupils	1 25 27	Curriculum caterials for individualized instruction	
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A II - TARGET SCHOOL WORKSHOP BIBLIOGRAPHY

	Commercial Materials
Open Court Publishing Co. Editors: Arthur S. Trace Jr., Marianne Carus LaSalle, Illinois 61301	II - 1
Wide Range Achievement Test by J. F. Jastak, 5. W. Bijou, S. R. Jastak, Guidance Associates of Delaware, Inc. 1526 Gilpin Avenue Wilmington, Delaware	II - 3, 48
Informal Assessment for Primary and Intermediates by Dr. Annabel Markoff (1971) Urban Education Press Palo Alto, California	II - 11, 14
Photo Sound Company 116 Natoma Street San Francisco, California 94105	II - 16 III - 4
Monterey Learning Systems 99 Via Robles Monterey, California 93940	II - 17 III - 16
Inside-Out - A Guide for Teachers National Instructional Television Centers	II - 19
Slingerland Testing by Beth Slingerland Educators Publishing Service Cambridge, Mass. 02138	II - 21
Edmark Associates 655 S. Orcas Street Seattle, Washington 98108	II - 31

A III. STAFF DEVELOPMENT WORKSHOP

The following charts indicate the number of Staff Development workshops involving the Title VI-G staff. The charts include the workshop number, the site, the presenter, the mode in which the workshop was presented, the date and time, the number of participants and the subject areas covered.



-			1 .	 		101-11	<u> </u>	7
	Yorkehop Title & Site	Presented by	Mode	Date and Time	Participants	#	Subject Area	F SUCTOR
1.	Precision Teaching	Phyllis Kaplan	Lecture	9/18/73	VI-G Staff EH teachers	40	Overview successful teaching experiences	CONTRACTOR OF THE CO.
	Everett Jr. High	Title VI-0 participated				ł		
. P.	Behavior Yodification Workshop	Jane Anderson	Lecture Demonstration	9/28/73	VI-G Staff	5	Becavior Modification Philosophy and Techniques	
	Lawton School			9:00 A.M 10:00 A.M.				
3.	Precision Wath	Phyllis Kaplan	Lecture	10/10/73	VI-G Staff EH Teachera	40	Precision teaching methods	
				7:30 P.M.) P.M.	:	44		
i si	Everett Jr. High Photo and Sound Equipment Demonstra- tion	Title VI-G participated V. Tomlinson	Lecture Demonstration	10/19/7) 2:00 P.M 4:00 P.M.	VI-0 Staff	4	Demonstration of Language Master	
	Photo and Sound	Title VI-O participated			l			
ţ,	Materials Workshop and Overview of Learning Center		Lecture Participation	10/25/73 3:30 P.M 5:00 P.M.	VI-0 Staff	5	Learning Genters and Construction of Materials	-
	Dominican College	Title VI-O participated		,				
ő.	Integration Workshop	Ma. Peigenbaum	Lecture	10/19/73	VI-G Staff Lawton staff Ancillary	1 18 2	Teacher review on integration	
	Lawton School	Title VI-O participated		8100 A.M 9130 A.M.		21		

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Workshop Title & Site	Presented by	Mode	Date and Time	Participanta	#	Subject Area	ENDERSON AND THE
Good Teaching Practices	CANHC	Lecture	10/27/73	VI-G Staff Other	1 '	kasa secentral teacters.	
		·	7145 A.M 4:00 P.M.	,	1004	a de la comercial de	T HOLES
Richand	Title VI-G participated		:				
Video Tape Operation	Bob Perina	Demonstration	11/2/73	VI-G Staff Intern	4	How to Operate Video Tape	
•	,		1:00 P.M 3:00 P.M.		5		
Central Office				į.			
Precision Teaching.	Phyllie Kaplan	Lecture	11/1/13	VI-O Staff EH teachers	1 30	Frecision Teaching and Behavior Modification	1
			3:30 P.M 5:00 P.M.		גל		
Therest In Ulah	Title VI-0 marticinated						
Presno Reading Conference	California Reading Accordation	Lecture	11/8,9,10, 1973	VI-G Staff Other			
			9:00 A.M 4:00 P.M.		1001	• • • • • • • • • • • • • • • • • • • •	
Freano	Title VI-O participated						
Yisitation Paul Revere Kulti-media Center	Marie Mathios, multi- media director	Lecture, tour	11/13/73	VI-G Staff Teachers) 30	Yultimedia Center	
			4:00 P.M 6:00 P.M.	i .	33		
Paul Revere School	Title VI-O participated	:					
Marie's Educational Supplies Co.	Yari•	Lecture Demonstration,	11/20/73	VI-0 Staff	6	Mario's materials	
			2:00 P.M 4:00 P.M.				
	Contral Office Precision Teaching . Behavior Modification Presno Reading Conference Fresno Visitation Paul Revere Kulti-media Center Paul Revere School Marie's Educational	Cood Teaching Practices Cantral Office Precision Teaching . Behavior Modification Phyllic Kaplan Phyllic Kaplan Presno Reading California Reading Conference California Reading Conference Association Title VI-G participated Visitation Paul Revere Kulti-media Center Marie Mathios, multi-media director Paul Revere School Title VI-G participated Varie's Educational Varie	Good Teaching Fractices CANNC Richmond Title VI-G participated Video Tape Operation Bob Ferins Demonstration Central Office Precision Teaching . Behavior Modification Fresno Reading Conference California Reading Association Fresno Title VI-G participated Visitation Paul Revere Marie Mathios, multimedia Center Kulti-media Center Paul Revere School Title VI-G participated France Title VI-G participated Varie's Educational Marie Lecture	Good Teaching Practices CANNC Lecture 10/27/73 Cond Teaching Practices CANNC Lecture 10/27/73 Tidy A.M.—4:00 P.M.— Sichmond Title VI-G participated 11/2/73 Presion Teaching Phyllis Kaplan Lecture 11/7/73 Behavior Modification Phyllis Kaplan Lecture 11/7/73 Presion Reading California Reading Association 11/8,9,10, 1973 Fresno Reading California Reading Association 11/8,9,10, 1973 Title VI-G participated 11/8,9,10, 1973 Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno Title VI-G participated 11/10/73 Fresno F.M.—6:00 F.M.—6	Northshop Title & Site Presented by Mode Time Participants Good Teaching Practices CANNC Lecture 10/27/73 VI-G Staff Present Title VI-G participated Video Tape Operation Bob Perins Demonstration 11/2/73 VI-G Staff Precision Teaching Phyllis Kaplan Lecture 11/7/73 VI-G Staff Present Pre	**Cood Teaching Practices CANNO** Cood Teaching Practices CANNO**	Solicity Presented by Node Time Participants H Solicity Solicity Solicity Presented by Node Time Participants H Solicity Solicity Solicity Presented 10/27/73 VI-G Staff 1000 Presented 1000 Pres

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	<u>",,</u>	Workshop Title & Site	Presented by	Mode	Time	Participanta	1	Subject Area
1	13.	Buscaglia Tapes	C, D, I.	Videotape	11/30/73	VI=0 Staff	3	Humanizing Education
7	÷	Computer Data Institute	Title VI-G participated	a Jeroski a Kaskiyy ng	1:30 P.M 4:00 P.M.	er i Language do Angerga, con maga da	5.000	Note that have the second as a second as a second as a second as a second as a second as a second as a second
	, . .	Orientation Pacific Medical	Pacific Medical Center Staff	Lecture	12/5/73	VI-O Staff	5	Standard test
	er fas	general en en en en en en en en en en en en en	Title VI-G participated	Observation Demonstration	9:00-12:00 1:00-2:30 12/12/73 same time	VI-G Staff	5	Remediation Non-standardized test- ing
	.j	Slingerland Workshop		Lecture Demonstration	11/8/74	VI-G Staff Teachers Pupils	2 100 5	Reading and Language
		Visitation Valley	Title VI-O participated		3:30 P.M 5:00 P.M.		107.	
	6.	Monterey Reading	Phyllis Kaplan	Lecture	1/10/74	VI-O Staff EH teachers	1 22	Reading
					4:00 P.M 5:00 P.M.	i	23	
		Everett Jr. High	Title VI-O participated			NAME OF THE OWNER, THE PARTY OF THE OWNER, T		1
	.7.	Kindergarten Workshop	Reading Office	Participation .	1/10/74	VI-G Staff K. teachers Ancillary	1 20 5	Early Childhood curri- culum and materials
		•		.4 + %	3:30 P.M 5:00 P.M.		26	
		Emerson School	Title VI-G participated					
	, T.	Kindergarten Workshop	Reading Office	Participation	1/16/74	VI-O Staff K. teachers Ancillary	1 20 5	Early Childhood curri- culum and materials
		Emermon School	Mil		3130 P.M 5100 P.M.		26	



	Vorkahop Title & 91ta	Presented by	Mode	Date and Time	'Participanto	#	Subject Area	-
			Participation	2/7/74	VI-O Staff K. teachers	1 20	Early Childhood Curri- culum and materials	
				3:30 P.N 5:00 P.N.	Ancillary	<u>5</u> 26		
	_ 3	Title VI-G participated		Programme and the second secon	•			
-	Emeraca School In-Service for District		Lecture	3/21/74	VI-O Staff F. Kally	₿ 1	In-Service Dept. for S.F.U.S.D.	2
				ar S		9		
1	Teacher Learning Center	Title VI-O Sponsored and participated	A transport of the state of the	المناورة ويتعارب	d triver. Hereafth a seen sorter plakeling lige	ag Kons Silva Silv	mengka met 18 den enegen menempatan gan pelintagen paparan palaman Bandaran pelintagan pelintagan pelintagan pelintagan pelintagan pelintagan pelintagan pelintagan pelintagan pel Bandaran pelintagan	-
<i>3</i> 1.	D.L.M. Vaterials Demonstration	M. Tarmapol	Lecture Demonstration	3/22/74	VI-0 Staff Ancillary Staff	8	D.L.M. Materials	
	Para montain	,		10:00 A.M 12:00 noon		9		The state of the s
	Teacher Learning Center	Title VI-G Sponsored						-
:5.	Using Animals as Tools in the Classroom	Dr. Gerald Lamb	Lecture Demonstration Participation	4/19/74 9:00 A.M 4:00 P.M.	VI-0 Staff Teachers Ancillary	2 60 3	Animals in the Classroom	
				4/20/74 9:00 A.M 4:00 P.M.		65		
	Teacher Loarning Center	- Title VI-G participate		a ha Mi	VI-G Staff	1	Master Plan Evaluation	-
23.	C.E.C. Conference	Council for Exceptions Children	l Lecture Demonstration	5/10/74	AT-A oferts		of Title VI-G	
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	Sheraton Palace				VI-0 Staff	6	Diagnostic Prescrip-	
1.4	Math BEST Assessmen	Spec. Ed. P.M.R.S.	Demonstration	6/4/74	Ancillary staff Aidos	20	tive Teaching Assess- ment and materials	
	Selection of materi			10:30 A.M. 12:00 noor		29	nolection	
	Teacher Learning Cente	r Title VI-O Sponsored						

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.	Vorkshop Title & Site	Presented by	Mode	Date and Time	Participants	1	Subject Area
5.	Social Learning Curriculus	Joyce Warshow	Lecture Demonstration	6/11/74 3:00 P.M 5:00 P.M.	ALLUCO	1100	Social Ski)le
	Teacher Learning Cente	Title VI-O Sponsored		- 7		6 28	
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A III - STAFF DEVELOPMENT WORKSHOP BIBLIOGRAPHY

	Published Materials
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Marie's Educational Supplies 193 - 195 So. Murphy Avenue	III - 12
Sunnyvale, California 94086	
Developmental Learning Materials 7440 Natchez Avenue	
Niles, Illinois 60648	
Select-Ed., Inc.	III - 24
8363 Qyivina Road	
Lenexa, Kansas 66214	
Social Learning Curriculum	TTT
by Herbert Goldstein	III - 25
Charles E. Merrill Publishing Co.	
1300 Alum Creek Drive Columbus, Ohio 43216	



APPENDIX C



Appendix C

TITLE VI-G WORKSHOPS IN TARGET AREAS

The chart of total workshops shows the total number of staff contacts through workshops to fulfill the broad objectives of the projects in areas 1.0; 2.0; 3.0; 4.0; 5.0. These workshops were presented during the school year September 1973 through June 1974 and were directed toward staff improvement in Title VI-G target schools in San Francisco and the two replication districts, Oakland and Marin County.

Each unit represents a Title VI staff member, or additional resource person hired for workshops in their specific area of expertise. The charts following the master chart represent the number of workshops meeting specific objectives 1.1; 2.1; 3.3 etc., held in grade levels K through 12 and the replication districts from September 1973 through June 1974.

The large number of workshops are shown because many of the workshops met more than one objective, therefore the workshop was listed whenever appropriate.

In meeting objectives 2.0 and 3.0 there was a high ratio of workshops held for E.H., L.D.G. personnel. There are 123 E.H, L.D.G. teachers within the 3,000 certificated positions in the San Francisco Unified School District and there was also a high ratio of regular teachers receiving in-service training through Title VI-G workshops.





TITLE VI-G CHART OF TOTAL WORKSHOPS

Chart of total monthly workshops held from September 1973 to June 1974 fulfilling project objectives in target schools.

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WORKSHOPS IN TARGET AREAS

1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities.

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Symbols

K-3 = Kng - 3vdg

L-6 = Havad - 6 d

7-12 = 7grad - 1214

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Work Coops

1.0 Enhancement of behavior, self-concept and academic areas for pupils with learning and/or behavior disabilities.

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2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

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WORKSHOPS IN TANGET ARRAS

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

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3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties. Ç Õ Ç Ç) Ç Ò Ċ Ç. ¢: 0 ζħ Ċ Ċ (ı <u>(</u>, (<u>)</u> Ö 3.3 (t) ٥ (; | O 1-12 3.4 Ď., 5 Ø

4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

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WORKSHOPS IN TARGET AREAS

4.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

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5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experiences with students, parents and school staffs in pupil assessment, instruction and consultation.

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5.0 Working with teacher training institutions to provide opportunities for teacher (pre-service and in-service) to have monitored practicum experiences with students, parents and school staffs in pupil assessment, instruction and consultation.

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APPENDIX D



Appendix D

TITLE VI-G STAFF CONTACTS - OTHER THAN WORKSHOPS

The master chart indicates the total number of staff contacts made in the target schools other than workshops. It indicates how many staff contacts were made in servicing students, classroom teachers and ancillary and administrative staff. Each unit of one represents a Title VI-G staff member involved in on-site intervention, planning, and implementation within the general objectives 1.0; 2.0; 3.0; 4.0; and 5.0.

The charts following the master chart indicate the units of
Title VI-G staff time spent in on-site service within the specific objectives 1.1; 1.2; 2.1 etc., in grades K through 12 and the replication districts from September 1973 through June 1974.

Here again in reference to the number of EH, LDG staff numbering 123 out of 3,000 certificated personnel in the San Francisco Unified School District, it is evident that objectives 2.0 and 3.0 received a proportionately high ratio of contacts from a basic staff of six resource teachers.



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STAPP CONTACTS IN SPECIFIC ACTIVITIES

1.0 Enhancement of behavior, self-concept, and academic areas for pupils with learning and/or behavior disabilities.

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| 13 | 12 | 13 | 14 | 15 | 16 | 7 | 9 | 12 | 12 |
| 14 | 17 | 180 | 60 | 47 | 41 | 22 | 35 | 51 | 5 | 395

K-3= Kg-3rdquoi. 4-6=47h-67gin. 7-12=74-121ginle Ryd-Replication dist

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1.0 Enhancement of behavior, celf-concept, and academic areas for pupils with learning and/or behavior disabilities.

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STAPP CONTACTS IN SPECIFIC ACTIVITIES

2.0 Development of EH teachers' skills in planning and implementing interventions for EH pupils and in assisting other on-site staff in sharing the instructional activities.

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2.0 Development of EM teachers' skills in planning and implementing interventions for EM pupils and in assisting other on-site staff in sharing the instructional activities.

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STAPP CONTACTS IN SPECIFIC ACTIVITIES

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pupils with learning difficulties.

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STAFF CONTACTS IN SPECIFIC ACTIVITIES

3.0 Development of regular teachers' skills in the identification, assessment and instruction of pusils with learning difficulties.

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STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Implementing alternative patterns of service by support pe sonnel (principals, social workers, achool psychologists, etc.) to pupils and teachers.

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STAFF CONTACTS IN SPECIFIC ACTIVITIES

2.0 Implementing alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.) to pupils and teachers.

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STAFF CONTACTS IN SPECIFIC ACTIVE '25

5.0 Working with teacher training institutions to provide apportunities for teachers (pre-service and in-service) to have monitored practicum experience with students, parents and school staffs in pupil assessment, instruction and consultation.

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STAFF CONTACTS IN SPECIFIC ACTIVITIES

5.0 Working with teacher training institutions to provide opportunities for teachers (pre-service and in-service) to have monitored practicum experience with students, parents, and school staffs in pupil assessment, instruction and consultation.

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• TIME ANALYSIS - September 1973 through June 1974

- The time analysis expresses the units of Title VI-O stoff time spent in each area;

 1. Planning time for workshops

 2. Man bours in setting up and maintenance of the EM Resource room

 3. Administrative time spent in division, state, district and other administrative level meetings.

* * * * * * * * * * * * * * * * * * *	_ {	0	. N.	_0_	J	£	_M_	. A .	. M.	J
Planning Time for Vorkshops	36	145	56	11	2	158	40	44	102	6
Resource Room	200		20	:	1	20	22	102	2	
Administrative Meetings	ŧ		1	1	7	8	17	5	11	7
	-		,							
							,			
;										

Expressed in hours

APPENDIX E



Appendix E

WORKSHOP EVALUATION FORMS

These evaluation forms were used to collect feedback information from workshop participants. Several included pre and post questions and others were only post questions.

The numbers in the right hand corner identify the workshop for which the form was used (refer to the workshop Appendix B, Pg. 67, to decode these numbers.)



Naı	meTitle of Workshop
Sci	hool Date
As:	Signment
Nur	ease use the 1, 2, 3, 4 scale in responding to the following questions. nber $\underline{1}$ is "low"; number $\underline{4}$ is "high". PRE
1.	How would you rate your willingness to participate in demonstrations presented during a workshop?
	1 2 3 4
2.	How frequently do you make your own instructional materials?
	1 2 3 4
· 3•	Please indicate the level of individualized instruction presently implemented in your class.
	2 3 4
4.	Which of these items are appropriate to your needs? (Please indicate the degree of appropriateness - 1, 2, 3, 4)
· · · · ·	Teacher made materials Equipment
1	Commercial materials Staff Resources
5.	Which of the following are major problem areas for you? (Please indicate by using 1, 2, 3, 4)
	Behavior Parent/school relations
	Academic Communication other Professionals
Com	ments:

EH Model Project, Title VI-G 10/73

POST

		1.			
1.	What was you	ur level of p	participation	in activities	during this workshop?
		1	2	3	4
2.	How would you		receptiveness	to increasing	ng your frequency of .
		1	2	3	4
3.	How effective	ve was the pl	anning and or	ganization of	the workshop?
		1	2	3	ц .
4.		effectivene			of the workshop and ppropriate number
		Panel prese	ntation	Demonstrat	ion
		Small group	discussion _	Multi-medi	a techniques
		Lecture		Project as	signment
5.	What is the workshop?	likelihood o	f your implem	enting ideas	gained from this
	*	1	2	3	4
Comm	ments:				
	· · · · · »				
	i,	,	,		,
-5-					
	,				
-					
·	No. 1 (Same)				
				,	
					,
ЕН М 10/7	Model Project	, Title VI-G	193		



Nar	ne		Title of	Workshop
Sel	lool		·	Date
Ass	signment		4 **	,
				
			PRE	S. W. S. W.
Ple Nun	ease use the 1, 2, wher $\underline{1}$ is "low," nu	3, 4 scale in rember 4 is "high.	sponding to	the following questions.
1.	Please indicate timplemented in yo	he level of indi ur classes.	vidualized	instruction presently
	1	2	. 3	wo 4
2.	How would you rat classroom?	e your ability t	o diagnose	learning problems in the
	1	2	. 3	4
3.	Which of the foll the degree of app. Behavior	ropriateness 1,	2, 3, 4)	as for you? (Please indicate
	Academic		Communication profe	ation with other essionals
ł.,	How much resource in your classroom	help do you rece ?	eive for chi	lldren with learning problem
	1	2	3	4
· •	Indicate your abil problems.	ity to provide a	effective in	tervention for behavior
	1	2	3	4
	Please indicate yo learning modalitie	our familiarity w s (i.e. visus	rith the ide	ntification and use of , kinesthetic, etc.)
	1	2	3	4
onen	ents:	•	*	
	•			

POST

1.			iicate the or prof:			1888 0	f this wo	orkshop i	inore	easing your	
	A.	Diagno	osing lea	arning	proble	∍ms		:			
			1		2		3	ı	+		
	в.	Provid	ding effe	ective	inter	rentio	n for beh	avior pro	blems		
			1		2		3		+	•	
-	c.	Identi	fication	of	earning	moda.	lities				
			1	in the state of th	2		3	1	,		
2.	Wha wor	t is th kshop?	e likeli	hood	of your	'imple	ementing	ideas gai	ned fr	om this	
			1		. 2		3	1	· ·		
3.	Wha	t is th	ne probab	ility	of you	ır seel	ting more	resource	help?	•	
			ı		2		3	. 1			
Com	nent	9 •	e Programme de la companya de la companya de la companya de la companya de la companya de la companya de la comp							• 	
			× 1		.a.c.					n in the same of t	
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	-						-e*				
		-							·		
					,						
		:						* = !	*		
	.1										مانیم
											_



WHAT'S HAPPENING IN LEARNING DISABILITIES

Α.	Session		A.M	. or	P	.M.
1.	Please inc	icate the	overall effec	tiveness of t	he first ses	sion
	(Low)	1	2	3	4	(High)
2.	What is the program?	ne likelih	nood of your im	plementing id	eas gained f	rom this
	(Low)	1	2	3	4	(High)
3.	To what de	gree did	the group meet	ings pertain	to your inter	rests?
	(Low)	1	2	3	4	(High)
4.	To what ex	tent were	practical aspe	ects of educa	tion dealt wi	ith?
	(Low)	1 .	2 .	3	4	(High)
				in the second of the second of		
в.	Session		A.M.			м.
1.	Please ind attended.	icate the	overall effect	iveness of the	ne second ses	sion you
	(Low)	1	. 2	3	4	(High)
2.	What is the program?	e likelih	ood of your imp	lementing ide	eas gained fr	om this
	(Low)	1	2	3	4	(High)
3.	To what de	gree did	the group meeti	ngs pertain t	o your inter	ests?
	(Low)	1	2	3	4	(High)
4.	To what ext	tent were	practical aspe	cts of educat	ion deal wit	h?
	(Low)	1	2	3	4	(High)



VOLUNTEERS WORKSHOPS

Pl	ease respond to the following questions.	
1.	Do you prefer to participate or observe demonstrations?	
	l. Participate in	
	2. Observe	
	3. Both	
2.	To what degree has information offered in the workshops been of use to yo	31 J '
	(Low) 1 2 3 4 (High)	_
7		
	What gains do you feel you have made in regard to understanding individual styles of students?	
	(Low) 1 2 3 4 (High)	
4.	Please rate your ability to deal with behavior problems.	
	(Low) 1 2 3 4 (High)	
: 5.	Have you made your own instructional materials?	
-	1. Regularly	
	2. Occasionally	
_	3. Very seldom	
6.	How would you rate the effectiveness of games as learning tools?	
	(Low) 1 2 3 4 (High)	
7.	How would you rate your ability to tutor for specific learning problems?	
	(Low) 1 2 3 4 (High)	
8	How much resource help have you received for students with learning problems?	
	(Low) 1 2 3 4 (High)	
9.	What types of additional workshops would be of interest to you?	
	2.	
	3.	
•	Please rate the overall effectiveness of the workshops you attended.	
-	(Low) 1 2 3 4 (High)	

Thank you for your attendance and cooperation.

CURRICULUM RESOURCE DAY

T	-		
	1.	Do you think you will actually implement ideas gained from this workshop?	
		1. Yes	
		2. Not sure	
		3. No	
	2.	Did you take part in any activities during the workshop?	
		1. Yes	
		2. Sort of	
		3. No	
	3.	Did this experience provide input which you find helpful?	
		1. Yes	
		2. Not sure	
	***	3. No	4
	4.	Did you see any materials you would like to duplicate and use?	
		1. Yes	
		2. Possibly	
		3. No	
	5.	Comments	
ı			
		entre de la companya de la companya de la companya de la companya de la companya de la companya de la companya La companya de la co	

CURRICULUM RESOURCE DAY

1.		ype of workshop or inservices do you have an inter need?	esc in or
	1.		
2.	4	prefer to participate in or observe demonstration	<u>s</u> ?
	1.	Participate in	
	2.	Observe	
	3.		
3.	How fr	equently do you make your own instructional materi	als?
•	1.	Regularly	
	2.	Occasionally	
	3.	Very seldom	
4.		uld you rate your receptiveness to increasing your erial development?	frequency
	1.	High	Pers was
	2.	So-so	
	3.	Low	.a. .y.
ni i	-		
Have	you e	ver used learning centers in your classroom?	i i
	Yes	No No	
		Occasionally	1 5 · · · · · · · · · · · · · · · · · ·



. 3		

"MULTI-MEDIA HAPPENING"

Diameter 1	FEEDBACK
riease respond	to the following questions.
l. Do you pred	er to participate or observe demonstrations?
	l. Participate in
	2. Observe
	3. Both
2. To what deg	ree has information offered in this presentation been of
	(Low) 1 2 3 4 (High)
3. What gains dual learni	do you feel you have made in regard to understanding indivi- ng styles of students?
	(Low) 1 2 3 4 (High)
4. Please rate	your ability to deal with behavior problems.
	(Low) 1 2 3 4 (High)
5. Have you ma	de your own instructional materials?
	1. Regularly
	2. Occasionally
	3. Very seldom
6. How much report of the following for the foll	ource help have you received for students with learning
	(Low) 1 2 3 4 (High)
7. What types o	of additional presentations would be of interest to you?
	3.
8. Please rate	the overall effectiveness of this presentation.
	(Low) 1 2 3 4 (High)
9. How would yo	u rate your receptiveness to having a consultant work in ssroom or school?
	(Low) 1 2 3 4 (High)
	200

E.H. HOMEBOUND TEACHERS Number responding to feedback 17

Objectives:

To identify problem areas of the homebound teacher and to find alternative solutions.

To introduce multilevel materials to homebound teachers.

To find ways for provision of better communication between classroom teachers and homebound teachers.

Population Participants:

Supervision of Homebound teachers and twenty-four Homebound teachers who have very little contact with regular class-room teachers and other ancillary staff.

Participating teachers teach student in both elementary and secondary grades and are responsible for supplying instruction in all areas.

Students receiving services of Homebound teachers vary greatly in academic abilities.



Dissemination Workshops

#6 E.H. Homebound Teachers

SUMMARY OF PRE - POST TEST

?RE	Low			High
	1	2	3	4.
How would you rate your willingness to participate in demonstrations presented during a workshop?	7	1	4	5
?. How frequently do you make your own instructional materials?	2	5	6	4
 Please indicate the level of individualized —instruction-presently implemented in your class 	1	0	3	12
Which of these items are appropriate to your needs? Please indicate the degree of appropriatness 1,2,3,4, Teacher made materials Commercial materials Equipment Staff resources	1 2 4 1	3 1 4 0	4 5 4 10	8 8 2 3
Which of the following are major problem areas for you? Please indicate by using 1,2,3,4, Behavior Academic Parent/school relations Communication other professionals	10 6 11 7	1 5 1 5	1 0 0 3	3 5 3 1
OST	Low		· .	High
	1	2	3	4
. What was your level of participation in activities during this workshop?	3	6.	5	0
How would you rate your receptiveness to increasing your frequency of material development?	2	6	2	4
. How effective was the planning and organization of the workshop?	1	3	2	8
Show which of the following activities were a part of the workshop and indicate the effectiveness of each by adding the appropriate number - Panel presentation Small Group discussion Lecture Demonstration Multi-media techniques Project assignment	1 2 1 1 1	0 1 1 1 0	2 4 2 2 1	3 2 6 3 2
. What is the likelihood of your implementing ideas gained from this workshop?	4	2	6	1



A - II. #12

COUNCIL FOR EXCEPTIONAL CHILDREN WORKSHOP
Number of feedback sheets 29

Objectives:

To disseminate information on California's Title VI Learning Disabilities.

A-II Target School Workshops

#12 Council for Exceptional Children Workshop Leadership Training Institute Component for Smorgasbord

"What's Happening in Learning Disabilities"

W.		Low			High
	and the second s	1	2	3	4
1.	Please indicate the overall effectiveness of the session	7	6	21	23
2.	What is the likelihood of your implementing ideas gained from this program?	7	7	20	20
					.e - e
٥٠	To what degree did the group meetings pertain to your interests?	2	5	20	28
h					
4.	To what extent were practical aspects of education dealt with?	5	10	18	21

A - II, #11 and #14 Test

TEST AND LEARNING ASSISTANCE INVENTORY Annabelle Markoff Inventory Number of feedback sheets 24 (Two Workshops)

Objectives:

- 1. To explore the use of test and learning assistance inventories that explore skills necessary for academic achievement.
- 2. To train teachers and ancillary staff in the use of prescriptive intervention and evaluation techniques.

Population

Elementary and secondary regular education teachers, elementary and secondary ancillary staff, ESEA Resource Teachers, E.H., L.D.G. teachers elementary and secondary.

A - II Target School Workshops

11 and 14 Tests and Learning Assistance Inventory

SUMMARY OF PRE - POST TEST

PRE	Low			High
Directions: Please use the 1,2,3,4, scale in responding to the following questions. Number 1 is "low" number 4 is "high"	1	2	3	4
1. Please indicate the level of individualized instruction presently implemented in your classes		7	9	6
2. How would you rate your ability to diagnose learning problems in the classroom?		14	9	
3. Which of the following are major problem areas for you? (Please indicate the degree of appropriateness 1,2,3,4,) Behavior Academic Parent/school relations Communication with other professionals	7 6 9 7	6 5 4 4	5 6 1 4	1 1 2
4. How much resource help do you receive for children with learning problems?	3	11	8	1 1
5. Indicate your ability to provide effective intervention for behavior problems		8	11,	4
6. Please indicate your familiarity with the identification and use of learning modalities (i.e. visual, auditory, kinesthetic, etc.) POST	3 Low_	8	10	4 High
	2011			
 Please indicate the effectiveness of this workshop in increasing your knowledge or proficiency in: a. Disgnosing learning problems b. Providing effective intervention for behavior 	3	7	10	4
problems c. Identification of learning modalities	9 1	8 11	4 8	2 4
2. What is the likelihood of your implementing ideas gained from this workshop?	1	5	10	9
3. What is the probability of your seeking more resource help?	ī	2	8	13

A - II, #21

MODALITY TRAINING Number of feedback sheets 15

when you when when we

Objective:

To train classroom teachers in assessing strengths and weaknesses in the learning modalities of their pupils using Slingerland Screening Test for identifying children with specific language disabilities.

To train classroom teachers to use this information obtained in selecting teaching methods and materials.

Population:

The population participating in the workshop were regular education primary teachers, one E.H. teacher, Counselor and Principal. The population were staffed in a site school that received continuing services from Title VI staff.

A - II Target School Workshops

#21 Modality Training

Directions: Please use the 1,2,3,4, scale in responding to the following questions. Number $\underline{1}$ is "high"

PRE		Low 1	2	3	High
1:	Please indicate the level of individualized instruction presently implemented in your class		3	7_	4
2.	How would you rate your ability to disgnose learning problems in the classroom?		1	11	1
:3.	Which of the following are major problem areas for you? (Please indicate the degree of appropriatness 1,2,3,4, Behavior	5	4	2	
	Academic Parent/school relations Communications with other professionals	5 2 7 6	7 1 1	2 2	1 1
4.	How much resource help do you receive for children with learning problems in your classroom?	1	6	6	1
5.	Indicate your ability to provide effective intervention for behavior problems		5	6	3
6.	Please indicate your familiarity with the identification and use of learning modalities (i.e. visual, auditory, kinesthetic, etc.)	2	5	6	1,
POS		Low			High
1.	Please indicate the effectiveness of this workshop in increasing your knowledge or proficiency in: a. Diagnosing learning problems		2	10	:
	b. Providing effective intervention for behavior problems c. Identification of learning modalities	2	5	7 9	1 4
2.	What is the likelihood of your implementing ideas gained from this workshop?	1	3	6	5
3.	What is the probability of your seeking more resource help?	1	4	4	4

A - II, #27

INDIVIDUALIZED INSTRUCTION
Learning Center Workshop
Number of evaluation responses 6

Objectives:

To demonstrate the use of materials for individualized instruction.

To demonstrate how to use learning centers for individualized instruction.

Population:

Teachers, counselors, principal of Title VI site school. The staff of this school received continuous service from Title VI staff and used Title VI resource materials.

They participated in various workshops and were continuously involved with Title VI.

#27 Individualized Instruction

Directions: Please use the 1,2,3,4, scale in responding to the following questions. Number $\underline{1}$ is "low," number $\underline{4}$ is "high"

PRE		Low			High
	How would you rate your willingness to participate in demonstrations presented during a workshop?		4	ı	ı
2.	How frequently do you make your own instructional materials?	1	3	2	
3.	Please indicate the level of individualized instruction presently implemented in your classes		2	2	
4.	Which of these items are appropriate to your needs? Teacher made materials Commercial materials Equipment Staff resources	ı	2 1 3	1 1 1 1	2 3 2 1
5.	Which of the following are major problem areas for you? Behavior Academic Parent/school relations Communication with other professionals	2 2 2	2 4 1 2	1 2 3	1
POS	Districtive anglish in the proposition of the control of the cont	Low_			High
1.	What was your level of participation in activities during the workshop?	2	3	is :	1
2.	How would you rate your receptiveness to increasing your frequency of material development?	1		1	2
3.	How effective was the planning and organization of the workshop?		5	3	
4.	Show which of the following activities were a part of the workshop and indicate the effectiveness of each by adding the appropriate number Panel presentation				
in the second	Small group discussion Lecture	****** 2 *****	1	3	en en en en en en en en en en en en en e
	Demonstration Multi-media techniques Project assessment			Ĵ	
5.	What is the likelihood of your implementing ideas gained from this workshop?	. 1	2	2	î,

A - II, #32

MATERIALS DAY
Number of evaluations from two workshops,

1st Workshop: 6 2nd Workshop: 10

Objectives:

To train teachers to use instructional materials for individualization.

To demonstrate the use of contracts in obtaining behavioral and academic objectives.

To provide on-site consultation to teachers.

To instruct teachers in making materials to be used in the classroom.

Population:

Regular and E.H. teachers and counselors at elementary site school. Staff received on-going help from Title VI resource teacher, consultants and participated in various workshops presented by Title VI.

A-II Target School Workshops #32 Materials Day

	#32 Materials Day			
		Yes	Sort of Possibly Not sure	No
		100	NOO DATE	
1	. Do you think you will actually implement ideas gained from this workshop?	6		
2	. Did you take part in any activities during the workshop?	4	1	1
3	. Did this experience provide input which you find helpful?	6		
4	. Did you see any materials you would like to duplicate and use?	5	regional de la companya de la compan	
5	. COMMENTS: These types of activities very necessary;			
	EXCELLENT IDEAS; excellent workshop,			
	especially the work in the classroom			
A-I	I Target School Workshops #36 Materials Day			
1.	Do you think you will actually implement ideas gained from this workshop?	4	3	2
2.	Did you take part in any activities during the workshop?	1	. 3	5
3.	Did this experience provide input which you find helpful?	6	1	2
4.	Did you see any materials you would like to duplicate and use?		3	2 · · · ·
5.	COMMENTS: really appreciate what the demonstra-			
	tion teacher did; intend to use a lot			
	of the ideas presented			

A = II, #30, 40, 43 TARGET SCHOOL WORKSHOPS

Number responding to feedback 8

Objectives:

To train volunteers in the use of informal assessment, self-concept, homemade games and materials for individualizing instruction for students with learning disabilities.

Population:

Volunteer tutors for individual children.

A-II Target School Workshops

#30 Upswing Presentation Materials-Individualized Instruction

#33 Individual Programs Regarding Academic and Behavior Skills

#40 Presentation of Rated Assessment and Self Concept

#43 Project Upswing Reading - Rated Assessment

Please respond to the following questions:

O. Please rate the overall effectiveness of the

workshops you attended

Do you prefer to participate or observe demonstrations				
1. Participate in				
사용을 통해 되는 것이 되는 것이 되었다. 그런 그런 그런 그런 그런 그런 그런 그런 그런 그런 그런 그런 그런	Low			High
To what degree has information offered in the work- shops been of use to you?	1	2	3	6
What gains do you feel you have made in regard to understanding individual learning styles of students?	1	1	3	1
Please rate your ability to deal with behavior problems	1	4	1	1
Have you made your own instructional materials- 1. Regularly				
How would you rate the effectiveness of games as learning tools?			1	7
How would you rate your ability to tutor for specific learning problems?	2		4	2
How much resource help have you received for students with learning problems?	1		4	3
What types of additional workshops would be of interest to you? Responses: _creativity; in classroom; behavior problems; how children learn to read; terms of learning disabilities				
	2. Observe	1. Participate in	1. Participate in	1. Participate in

A - II, #38 ORIENTATION MEETING FOR H. WONG WORKSHOP Multi-Media Happening Number of feedback sheets 33

Objective:

Demonstrate techniques to use in motivating uninvolved student in classroom.

Provide communication between regular education and special education in respect to specific learning problems.

Demonstrate the use of science concepts in working with uninvolved students.

Population:

Teachers, ancillary staff, supervision from District Office. This workshop was given by a Title VI consultant and was designed to promote communication between teachers and ancillary staff.

A-II Target School Workshop

#38 Orientation Meeting for H. Wong Workshop - Multi Media Happening

1. Do	you prefer to participate or observe demonstr	a-
tio		
基础 化二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二二	Participate in	-2
2.	Observe	ΤΤ
(11) 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Poth	20

		Low			High
		1	2	3	4
2.	To what degree has information offered in this presentation been of use to you?	0	3	7	23
3.	What gains do you feel you have made in regard to understanding individual learning styles of students?	1	5	11	14
4.	Please rate your ability to deal with behavior problems	0	4	17	10
5.	Have you made your own instructional materials? 1. Regularly				
6.	How much resource help have you received for students with learning problems?	7	8	9	3
	What types of additional presentations would be of interest to you? Special education and general education cooperation; learning disabilities; reading; math; engineered classroom; resource room materials; behavior problems, etc.		•		
8.	Please rate the overall effectiveness of this presentation	0	0	8	25
9.	How would you rate your receptiveness to having a consultant work in your own classroom or school?	ı	1	5	23

A - II, #39

CURRICULUM RESOURCE DAY
Number responding to feedback: Pre 16, Post 7

Objectives:

To train teachers to use instructional materials for individualization.

To demonstrate the use of contracts in obtaining behavioral and academic objectives.

To provide consultation on-site to teachers for programming of children with learning or behavior problems.

To instruct teachers in making materials for individualized instruction.

Population:

Regular classroom teachers, E.H. teachers, counselors, principals, the ancillary and administrative staff.

A-II Target School Workshops #49 Curriculum Resource Day

PRE

l. Wha	types of workshop or inservices do you have
an	nterest in or feel a need?
rec	ord keeping; self concept; contracting; learning
cer	er materials; training paraprofessionals;
ind	vidualized instruction - reading and math;
sci	nce; metric system; activities for remediation
of	eading, etc.

2.	Do you prefer to participate in or observe demonstrations? 1. Participate in	1 2 17
3.	How frequently do you make your own instructional materials? 1. Regularly	11
	2. Occasionally	5 1
4.	How would you rate your receptiveness to increasing your frequency of material development? 1. High	14 3 0
5.	Have you ever used learning centers in your classroom?	
	Yes No Occasionally	7 0 7

POST	Yes .	Possibly Not sure	No
1. Do you think you will actually implement ideas gained from this workshop?	8	0	0
2. Did you take part in any activities during the workshop?	8	0	0
3. Did this experience provide input which you find helpful?	8	0	0
4. Did you see any materials you would like to duplicate and use?	8	0	0

Sort of

- 5. COMMENTS: very good; need more of this kind of activity; many good ideas; same materials used for various levels; liked the time to make materials; "a shot in the arm;"
- 6. Name one item you would like to have us provide for youmore copies of ideas; materials; inservice for complete facilities; different ways to use the same materials



APPENDIX F

Appendix F

NON-COMMERCIAL MATERIALS USED IN WORKSHOPS

WORKSHOP NUMBER	ΑΙ	A II	A III
INITIAL CONTACT SHEET	12,45	9	
MAJOR GOALS FOR TEACHERS AND CHILDREN	1,12	9	**************************************
TEACHER PARTICIPATION REQUEST	9		•
A WALK IN ANOTHER PAIR OF SHOES	12		
THE ANIMAL WORLD	12		
INFORMAL OBSERVATION OF LEARNING MODALITIES	12		
PRINCIPLES OF BEHAVIOR MODIFICATION	2,5,6,7,8,14		
TIME COMMITMENT	2,5,6,7,8,14		,
OBSERVING CLASSROOM BEHAVIOR	2,5,6,7,8,14		
CLASSROOM EXAMPLES OF TARGET BEHAVIOR	2,5,6,7,8,14		
GROUP DISCUSSION	2,5,7,8,14		
SUBJECT MATTER GROUP MEETING	2,5,7,8,14		
STUDY GUIDELINES	2,5,7,8,14		
GAME GUIDELINES	2,5,7,8,14		
GAME GUIDELINES, cont.	2,5,7,8,14		
INDIVIDUALIZED PROGRAMMING	2,5,7,8,14		
INDIVIDUALIZED PROGRAMMING, cont.	2,5,7,8,14		
OBSERVATION CHART	2,5,7,8,14		
OBSERVATION CHART, cont.	2,5,7,8,14		
WORK RECORD CARD	2,5,7,8,14		
IMCSE MEETING REPORT	4,13		
READING-DAILY SEQUENCE CHECKLIST	4,13		z.
STRAND 5: VISUAL SKILLS	4,13		
BECOMING FAMILIAR WITH THE SEQUENCES	4,13		
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*Item included as a sample of non-commercial materials.

INDIVIDUALIZING EDUCATIONAL GAMES

- 1. Even though you know how to play the game look at the instructions before you start to play.
- 2. You and your child may learn a new skill each time you play a game together.
- 3. General Instructions:

Before you start a game, remember these three points -

- a. Ask your child only once a day if he wishes to play a game.
- b. Review rules before playing if the child wishes to change a rule which makes sense make it a part of the agreed game.
- Set a time limit stop at that time so that the child and you will not lose interest but rather will stop when interest is high varies 15 to 20 minutes 30
- 4. Verbalization is important part of learning any new skill
 - a. Use specific words when presenting the instructions. Try to tell the child exactly what you want him to do check out to find if the child understands clearly what you expect.

Examples:

- 1. Place the chips in a stack to your left.
 Rather than: Don't scatter the chips all over the table.
- 2. Keep the blocks on the table.
 Rather than: We don't put blocks in our mouth, do we?
- 3. You have some blocks. You keep those blocks and let him use the other blocks.
 Rather than: Wouldn't you like to share your blocks with him?
- 4. Walk in the house.
 Rather than: Don't run in the house.
- 5. You push the table and I'll pull it. Rather than: Don't hurt yourself.
- 6. Take turns.
 Rather than: Be good
- 7. Follow the directions. Play after the other player finishes. Rather than: Play nicely
- b. Use specific words to tell about position.

 Example: The pegs are on the bottom shelf beside the puzzle.

 Rather than: Right over there
- c. Use specific words to tell about position

 Example: We will stop at 6:00

 Rather than: We will stop after awhile.



MULTI-LEVEL DITTOS

Multi-level dittos can be used both for individualized instruction and with group instruction. In using multi-level, please remember to provide for the individual differences of the students you teach.

Some ways to use multi-level dittos:

- A. Individualized instruction.
 - 1. A certain number of words or problems can be given to an individual student depending on his capability.
 - 2. A certain task can be designated on individual basis Example:
 A group of students may be using a particular multi-level
 ditto using words; however, an individual student may be
 working on words from spelling social studies, reading, etc.
 - 3. Additions to assignments done with multi-level dittos can be assigned on individual basis Example: After completing task assigned on multi-level dittos, you may have a choise of 1.

2.

3.

B. Group instruction.

- The groups can use multi-level dittos by using different assignments on same ditto.
- 2. Groups can be assigned to same assignment on different ditto.
- 3. Groups can work on other projects using multi-level dittos as a part of project.

II - 3

Additional W.R.A.T. Information

The Wide Range Achievement Test will be more valuable if the examiner alertly tunes into the student's behavioral and mechanical processes. The following are a few suggestions of additional information that can be gathered when giving the W.R.A.T.

Advantages

- 1. The W.R.A.T. is the second most frequently used instrument in testing reading by school psychologists and reading clinics.
- 2. It is easy to administer and score.
- 3. There are no contextual or picture clues as in paragraph reading.
- 4. The range of ability is from nursery school to college.

Disadvantages

- 1. It provides only a rough grade placement.
- 2. With a range from nursery school to college, it is obvious that the number of items per grade is limited and the number of pupils per grade on which it has been standardized is likewise relatively small.
- 3. It provides no measure of word comprehension. A child may pronounce the word correctly but not comprehend it.
- 4. The standard scores and percentiles are subject to question.

Bohavior

- 1. Check how the student bolds his pencil. Is he tensed or relaxed? Does he have difficulty forming numbers? (This can be behavioral or mechanical.)
- 2. Does the student subvocalize when he works problems? How dependent is he upon verbalization?
- 3. How does the student use his non-writing hand?
- 4. How does the student approach arithmetic? Does he give up easily? Is he enthusiatic?
- 5. How does the student deal with failure?
- 6. How well does the student use his time? If it is difficult for him to finish a problem can be move onto the next problem after a reasonable amount of time?
- 7. Does ha give wild answers (an attempt to hide inadequacies)?

Mechanics in Arithmettic

- 1. Does the student use concrete counting aids (fingers, marks, etc.)?
- 2. Does the student confuse place value when writing numbers? Does he line up answers correctly?
- 3. Does the student carry the right number? Can he remember a number for immediate use?
- 4. Does the student confuse processes? Adds when he should subject, etc.

 Is he aware of written instructions? How clusely does he attend to details?
- 5. Does the student reverse, invert, or transpose numbers?
- 6. Does the student need more than the available working space?
- 7. Does he have difficulty going from an addition problem to a subtraction problem? Does he tend to repeat numbers that he has already used?
- 8. Does he tend to work from right to left (directional confusion)?



W.R.A.T. Information - page 2

Mechanics in Spelling

- 1. Poor handwriting (visual-motor incoordination).
- 2. Small, cramped handwriting (a withdrawn or constricted personality).
- 3. Poor spatial organization and alignment of letters (visual-motor incoordination).
- 4. Misspelling his own name (poor attention to details, immature visual perception).
- 5. Reversed symbols, letters or words, such as "doy" for "boy" (directional confusion: immature visual perception).
- 6. Confusion of letters which look somewhat similar, such as "m" with "n" (immature visual perception).
- 7. Poor sequencing of letters within words, such as "wacht" for "watch" (poor visual or auditory sequencing ability).
- 8. Putting down the last letter of the word only, such as "m" for "him" (peor auditory memory and sequencing ability).
- 9. Ability to spell phonetically but incorrectly, such as "nacher" for "nature" (good suditory sound-to-sumbol ability but poor visual memory of the correct spelling).

Mechanice in Reading

- 1. Reversals of letters or words, such as "saw" for "was", "dig" for "big" (directional confusion; immature visual perception).
- 2. Peer sequencing of letters, such as "flet" for "felt" (poor visual sequencing).
- 3. Missing the inner details of words and guessing by the beginning letter general shape, such as "black" for "blcck" or "little" for "letter" (poor attention to details; immature visual perception).
- 4. Confusion of vowel sounds, such as "jer" for "jar" (poor knowledge of vowel sounds).
- 5. Child reads significantly better on word lists, such as the WRAT Reading subtast, than he does in paragraph reading (immature visual perception; figure-background disturbance where child is distracted and confused by additional visual stimuli).
- 6. Child reads significantly worse on word lists than he does in paragraph reading (heavy reliance on contextual and picture clues).



TITLE VI RESEARCH TEACHING PROJECT

Be Your Own Author, Illustrator, Publisher Project

lllustrating	has worked very hard in planning, writing and binding his/her own book.
	rested in your reaction to the idea and the finished book. Please
	following questions. Check one box under each letter.
1	
	I knew my son/daughter was writing the book because he/she told me about it. I did not know the book was being written
Service of the servic	
	I did not know the book was being written
na sala (denie opiniem) (j. 14. en j. 15. ek. 1. j. 18. ek. – 18. ek.	
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	I want to show it to other members of the family I will not show it to other members of the family
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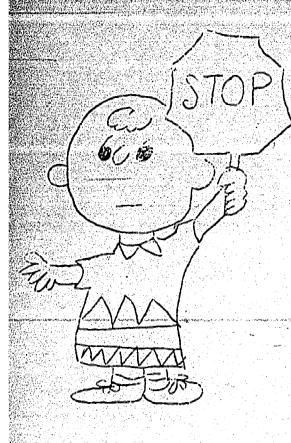
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READING TIME SHEET

Keep track of the time you spend reading (= Record the time you start and finish daily.

places with books!

DATE	TIME STARTED	PAGE	TIME FINISHED	PAGE	COMMENTS
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			229		
			161		



IF YOU WANT TO CREATE MATERIALS, YOU MAY NEED:

- workbooks or other sources of pictures
- magic markers
- rubber cement
- clear contact paper as a protective coating for the surface - laminating film also works
- tiny toys to use as markers
- flash cards
- dice or spinner
- scissors and ruler
- card various sizes

AWARDS

Description, Preparation, and Uses

the careful worker award presented to Kithy maintyre for nextly completing.

her art assignments.

Dorin Jayce
Teather

Jan. 3, 1970
Date

AN AWARD IS A WRITTEN
COMPLIMENT INDITATING
ACADEMIC GROWTH OR IMPROVED
BEHAVIOR

Awards should

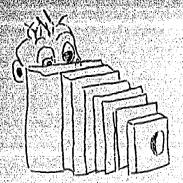
specify individual being complimented

state specific nature of the compliment

provide a place to identify sender and/or witness

The choice of illustrations and sophistication of language will depend upon the age and interests of the consumer (students).





Awards come in four varieties. Each indicates that the receiver has been candidly caught in the act of doing something special. The small comething specials may be related to academic gains, increased positive behaviors, decreased occurrences of undesired behaviors, or acts of human support.

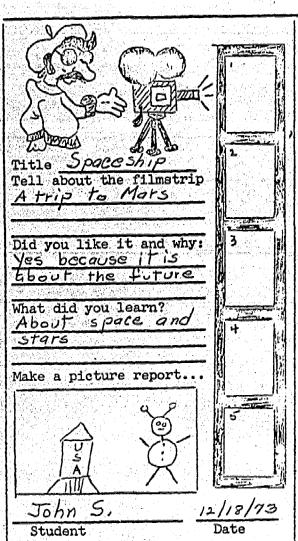
Small steps toward desired behaviors are notices

Multi-purpose awards are open ended and ern be used as needed.

For not bugging anyone during	You have just earned
Paul today	an extra bonus point by
has corned 15 points.	Your total score increases.
Holping a friend, or in some	Edward D
human being can be encouraged	extra point
looked this tall when	mus. Notice cognisionopor posi. 1, 1974
you helped 60 Charie	Agademic progress ray be recognized
an Three Kapako (000)	nump
Doris Close Sono	has learned
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	The white the 7's
	20 Flor upit The 7's Sens. 30 1974 Kim Date Signed
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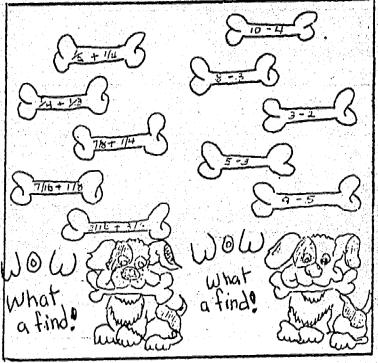
MULTI-FUNCTIONAL WORKSHEETS

Description, Purposes, and Uses



MULTI-FUNCTIONAL WORKSHEETS ARE OPEN ENDED, MOTIVATING, FLEXIBLE WORKSHEETS WHICH CAN BE:

- 1. USED MORE THAN ONCE WITH A GIVEN STUDENT OR,
- 2. USED WITH A GROUP OF STUDENTS IN DIFFERENT WAYS DEPENDING UPON THE STUDENT'S CURRENT INSTRUCTIONAL NEEDS.



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	. ફિલાંલકોટાંડે હ
	Center Report Record Tape Title
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	Important part of story pictured
	The story was about
	Student

Some present content.

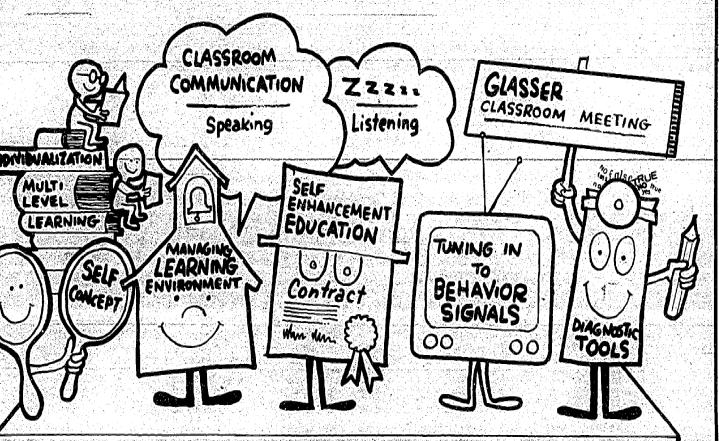
IV2 I feel Warm and
Sunny when:
922
2400
I know I'll have a good day
when:
and the first of the group of the contract of
Student Date

Multi-functional worksheets: -

- 1. allow teachers to individualize their programs as desired.
- 2. encourage students to approach pencil and paper tasks which look interesting and appealing.
- 3. provide a relaxed format to foster better communication between people (big and little) who share a learning environment.



A SMORGASBORD MENU



Some of your days could be made better

THE PUPIL SERVICE/GENERAL-EDUCATION STAFF DEVELOPMENT COMMITTEE

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

226



SMORGASBORD

PURPOSE

Exploring and operationalizing the skills of Pupil Service workers as a basis for future sharing of knowhow between Special and General Education staffs.

Action Oriented Inservice for Pupil Service Workers

PHASE I Smorgasbord - Two sessions:

Thursday: Dec. 7th (4:00 - 7:00 p.m.)
Saturday: Dec. 9th (9:00 - 12:00)

<u>Place</u> - Potrero Hill Junior High School 655 De Haro Street

San Francisco, Calif.

PHASE II Followup with ongoing inservice in the areas of your choice, with general education staffs.

CHOICES

There are 8 centers described and located on your menu. Choose 3 of the 8 centers for participation during B, C, D, time slots

SCHEDULE

Thursday, Dec. 7th 4:00 to 7:00 p.m.

4:00 - 4:10 medistration

A 4:10 - 4:40 Kickoff Session (Dr. Gerald West)

B 4:50 - 5:20) Choose 1 center for each time

C 5:25 - 5:55) Slot

) 6:00 **-** 6:30) ⁸¹

E 6:35 - 7:00 Evaluation and rap up (Don Cross (Dick Robbins

(Joyce Kohfeldt

Saturday, Dec. 9th 9:00 to 12:00

9:00 - 9:10 registration

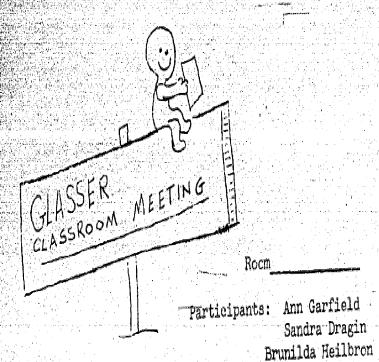
A 9:10 - 9:40 Kickoff (Dr. Gerald West)

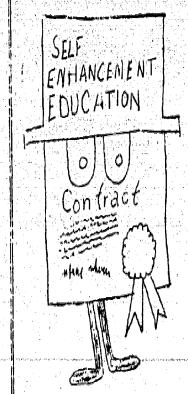
B 9:50 - 10:20) Choose 1 center for each time

10:25 - 10:55) slot

D 11:00 - 11:30)

11:35 - 12:00 Evaluation and rap up (Don Cross (Joyce Kohfeld





Room

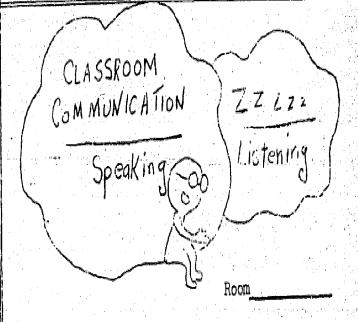
Participant: Marjorie Goody

MANAGING LEARNING \ LEAVIRON MENTS

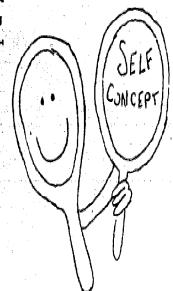
Room

Participants: Muriel Tarnapol Johanna Peterson

Jane Criner



Sharon Regalado Participants: Gwen Owens

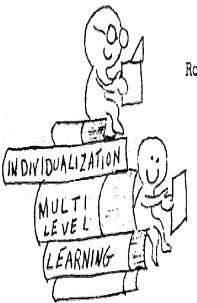


Room	i

Betty Thomas Participants:

Beverly Cohen

Diane Onorato



Room

Participants:

Carol Lee

Mary Crosby

Room

Participants:

Carlos Cornejo

Elaine Grady

Juanita Smith

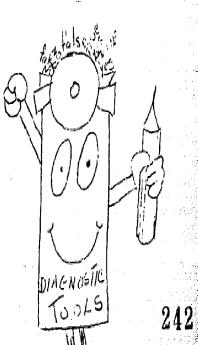
Room

Participants:

Marcia Anderson Dorothy Rosenberger

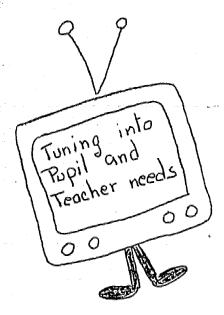
Susan Leidy

Josephine Carpignano



TUNING IN TO BEHAVIOR SIGNALS



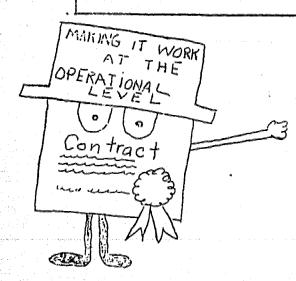




TITLE VIOG

RESEARCH TEACHING PROJECT

A public school model Service Center providing prompt analysis of learning disabilities, intensive specialized teaching, support to parents and regular teachers, and practicum to specialist teachers.



California State Department of Education Division of Special Education Capitol Mall Sacramento, California

San Francisco Unified School District Special Educational Services Division 135 Van Ness Avenue San Francisco, California

SAN FRANCISCO TITLE VI-G STAFF

Project Head:

Jane Anderson

Field Research Teachers:

Amy Eggers

Betty Thomas

Kathy Shimizu

FILM: " I Left My Heart in San Francisco"

(Courtesy of San Francisco Tourist and Convention Bureau)

OVERVIEW:

Title VI-G

SHARED RESPONSIBILITY:

Staff Presentation

Question and Answer Period

" 1974 Year of Dissemination and Replication " Slide Presentation

CENTERS

You will have the opportunity to attend two centers of your choice

MAKING IT WORK AT AN OPERATIONAL LEVEL Amy Eggers

To present and discuss establishment of two Resource Centers as an out growth of Title VI-G.

MATERIALS FOR INDIVIDUALIZING

Betty Thomas and Kathy Shimizu

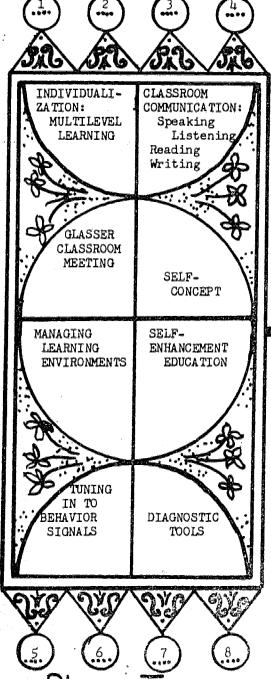
To share materials developed by Title VI-G for individualizing instruction in both regular and special education classes.

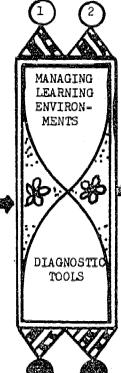
RATED ASSESSMENT AS A FOOL: GAMES AS AN INTERVENTION Jane Anderson

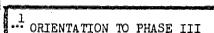
To provide an opportunity to use Title VI-Gos Rated Assessment as a tool for programming activitiesusing educational games.

(Materials Courtesy of Tom Wiseheart, Audio Visual Services)

PHASE III: SMORGASBORD SERIES







MOTIVATING THE EDUCATIONALLY UNINVOLVED, SIGNING UP FOR DESIRED PARTICIPATION, AND SHARING CHINESE CUISINE

- ESP WORKSHOP: EXPERIENCING SUCCESSFUL PERFORMANCE FOR IMPACT TEAMS AT INTERMEDIATE AND SECONDARY LEVEL
- WHAT'S HAPPENING IN LEARNING DISABILITIES: EVALUATION DESIGN, THE RESOURCE ROOM, LANGUAGE DEVELOPMENT, CURRENT TRENDS IN DIAGNOSIS, AND ADMINISTRATION AND TEACHERS
- ... FOCUS ON PRIMARY EDUCATION

ALSO

INDEPENDENT STUDY

Phase III

COVER BY SUSAN WHILAPAG

Phase II

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

INSERVICE

SMORGASBORD SERIES: PHASEIII

TITLE: DEVELOPING THE LEARNING TEAM CONCEPT FOR SUPPORT AND TEACHING STAFF AS A MEANS OF MAINSTREAMING PROGRAM FOR THE INNERCITY CHILD

PURPOSE to extend the learning team concept of shared responsibility between teaching and support staff by providing opportunities for continuing communication in a learning environment.

TABLE OF CONTENTS: '

May 1 ORIENTATION MEETING: MOTIVATING THE EDUCATIONALLY UNINVOLVED
Potrero Hill Junior High School and Teacher Learning Center

May 7 ESP WORKSHOP: EXPERIENCING SUCCESSFUL PERFORMANCE

For Impact Teams at Intermediate and Secondary Level with Followup Consultation with Harry Wong and Title VI Staff May 13-17 and 27-31

May 8 WHAT'S HAPPENING IN LEARNING DISABILITIES

Sheraton Palace Hotel: five presentations, each presented twice, once in the morning and once in the afternoon. Each participant, therefore, chooses two of the following sessions:

EVALUATION DESIGNS

THE RESOURCE ROOM

LANGUAGE DEVELOPMENT

CURRENT TRENDS IN DIAGNOSIS

ADMINISTRATION AND TEACHERS

May 28 FOCUS ON PRIMARY EDUCATION

Teacher Learning Center: With Joyce Kohfeldt and Title VI Staff

THE SMORGASBORD SERIES: BACKGROUND INFORMATION

NOTE: Independent Study can be arranged by signing up with "Special Classes and Itinerant Services" during the Signup Period following Harry Wong's presentation.



ORIENTATION MEETING May 1, 1974 at 4;00 PM

Potrero Hill Junior High School

Mistress of Ceremonies

Juanita Smith Elementary Counseling

THE SMORGASBORD SERIES

Fern Kelly, Supervisor District Inservice Education

MOTIVATING THE EDUCATIONALLY HANDICAPPED

Harry Wong, Guest Speaker

ABOUT HARRY WONG: he is teacher, textbook author, and director of a curriculum project for the educationally uninvolved. He is in much demand as a speaker, already booked into 1975. His presentations often end with a standing ovation. His is a dynamic presentation expressing concern for and strategies for dealing with the uninvolved student. Mr. Wong is a practicing classroom teacher and director of the IDEAS AND INVESTIGATION IN SCIENCE PROJECT. His message, however, is equally applicable and relevant to all disciplines and grade levels.

AT 6:00 PM:

SMORGASBORD FOLLOWUP ACTIVITIES

Jane Anderson Title VI-G Project Head

SIGNUP FOR SMORGASBORD ACTIVITIES

1. May 7: Intermediate and Secondary Levels

Jane Anderson Betty Thomas

- 2. May 8: What's Happening in Learning Disabilities Elaine Wolfe Grady (Open to 25 persons in each of 5 groups)
- 3. May 28: Primary Education

Amy Eggers

*4. Special Classes and Itinerant Services .

Jane Criner Marcia Dunn

*Those signing up for the fourth activity will be involved in independent study using an approach to working on the aspects of mainstreaming as this applies to Special Education classes and itinerant services. Those who are interested may work as an independent team or elect to coordinate efforts with a larger group.

Marcia Dunn 928-7477

Jane Criner 863-4680 Ex. 287

CHINESE CUISINE at 6:30° PM at the Teacher Learning Center 1400 16th Street



ESP WORKSHOP: EXPERIENCING SUCCESSFUL PERFORMANCE FOR IMPACT TEAMS AT INTERMEDIATE AND SECONDARY LEVEL May 7, 1974 at Teacher Learning Center

9:00 AM: this session, conducted by Harry Wong, is a first step in the development of work strategies for teams composed of support and 3:00 PM teaching staff. Mr. Wong will be aided by the following Title VI staff members:

Jane Anderson

Marion Miller

Amy Eggers

Betty Thomas

Kathy Shimizu

Vic Milhoan

AREAS FOR EMPHASIS:

- 1. How to achieve a 95% Success Factor in the Classroom
- 2. Use of Contracts
- 3. Reducing the Dropout Rate
- 4. Techniques for Teaching Relevant Major Concepts
- 5. Importance of Teaching Styles
- 6. Developing Positive Self Concepts for Teachers and Students

FOLLOWUP:

Onsite consultation with Harry Wong will be available upon request during the weeks of May 13-17 and 27-31. Mr. Wong will work with both teachers and students in a learning context.

WHAT'S HAPPENING IN LEARNING DISABILITIES May 8, 1974 at the Sheraton Palace Hotel

9:00-10:00 AM

Greeting

Charles Keaster, State Department Special Education

Overview of California Title VI Learning Disabilities Projects: input from staff members from other areas within the State

10:00-12:00

and

SMALL GROUP MEETINGS: each of the five sessions listed below will be presented at the morning and the afternoon session. Each participant will, therefore, be able to attend two of the five sessions listed directly below:

1:30-3:00

1.EVALUATION DESIGNS

Margaret Scheffelin California State Department of Education Sacramento, California

Dave Uslan
Project Director, Systematic Program
Development for Educationally Handicapped, Sacramento, California

2. THE RESOURCE ROOM

Joyce Kohfeldt Consultant for Leadership Training Institute, San Francisco, California

Lee Wiederholt Leadership Training Institute Department of Special Education College of Education, University of Arizona, Tucson

3. LANGUAGE DEVELOPMENT

Phyllis Newcomer Leadership Training Institute in Learning Disabilities, Department of Special Education, University of Arizona, Tucson

4. CURRENT TRENDS IN DIAGNOSIS

Donald D. Hammill Researcher, Austin, Texas

Harry Overline Associate Professor, California State University, Hayward, CA.

5.ADMINISTRATION AND TEACHERS

Jeanne McCarthy Leadership Training Institute, Department of Special Education College of Education, University of Arizona

FOCUS ON PRIMARY EDUCATION May 28, 1974 at Teacher Learning Center

9:00AM

Joyce Kohfeldt, Consultant, will be the workshop leader and will be aided by the following Title Vi staff members:

to

3:00 PM

Amy Eggers

Marion Miller

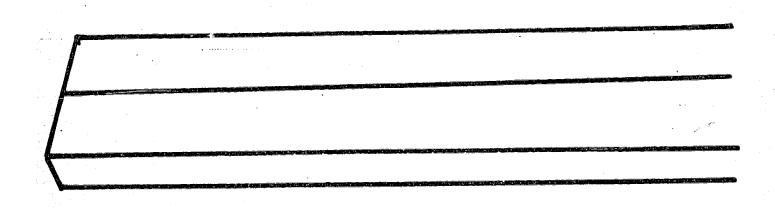
Marilyn Stepney

PURPOSE: to plan for onsite implementation to begin May 29, 30, and 31.

The areas to be covered are teacher-made materials, contracts, rewards, learning centers, resource room, learning games, self-concept games, individualized instruction, and inventory.

ANTICIPATED OUTCOMES: a basic working onsite plan for use at those schools represented by participants will be developed at this initial meeting. A part of the day will be given to a consideration of alternative approaches designed especially to meet the needs of individual participating schools.

*Joyce served as Title VI Project Head during the 1972-1973 school year Phases I and II of the Smorgasbord Series were planned and implemented as part of the Title VI Inservice effort during that year.



THE SMORGASBORD SERIES

BACKGROUND: In the fall of 1973 the Project Head for Title VI-G reported to the Supervisor of District Inservice Education that numerous requests for an integrated inservice operation were being received from persons representing the various sectors within Special Education. These requests expressed a need for increased communication between Special Education Staff and between the General Education and Special Education staffs.

A Planning Committee called The Pupil Service/General Education Staff Development Committee representing the named areas, the Project Head for Title VI-G, and the Supervisor of District Inservice Education attended a series of planning meetings beginning in the early fall of 1973. The outcome of this planning was a two-session workshop called SMORGASBORD, designed as follows:

PHASE I

Purpose: exploring and operationalizing the skills of Pupil Service workers as a basis for future sharing of knowhow between Special and General Education staffs.

Place: Potrero Hill Junior High School Time: December 7 (4:00-7:00PM)
December 9 (9:00-12:00 Noon)

Format: 8 input centers scheduled so that 3 could be experienced each of the two sessions. At the close of each session check lists were completed which indicated which area participants would like to explore in depth for PHASE II. A video-tape documentary was made of the entire operation (27 minutes).

PHASE II: A majority of the participants indicated that they would like to explore in depth two of the original eight input sessions. The two chosen were MANAGING LEARNING ENVIRONMENTS and DIAGNOSTIC TOOLS.

PHASE III:

GOAL: to extend the learning team concept of shared responsibility between teaching and support staff.

OBJECTIVES:

- 1. to organize an orientation meeting designed to extend awareness among support and teaching staff of the need for communication relative to the learning process.
- 2. to organize teams composed of persons from support and teaching staff to work closely with youngsters at site level.
- 3. to bring together resources in personnel and materials in order to review and consolidate these into a relevant skills sequencing for practical application
- 4. to establish a schedule of release time, funded by Title VI-G, in order to allow freedom for collaboration between team members and for observation and demonstration activities.



- 5. to secure commitment for an ongoing team approach during 1974-1975 from workshop participants.
- 6. to monitor the effectiveness of this inservice design in increasing cooperation between support and teaching staff.

EVALUATION: Special Education/Pupil Personnel/General Education staff will monitor during 1974-1975 the degree of continuing team cooperation at school site level. Title VI-G staff will prepare a written report for distribution to the Superintendent, Board of Education Commissioners, the Office of District Inservice Education, the Office of Special Education and to participants in The SMORGASBORD SERIES: PHASE III. This monitoring effort will reveal whether the following stated OUTCOME has been achieved; namely, TO BRING ABOUT GREATER COLLABORATION BETWEEN SPECIAL AND GENERAL EDUCATION STAFF WORKING WITH SFUSD CHILDREN AS TEAMS IN ORDER TO IMPROVE EDUCATIONAL PROGRAMS.

PLANNING COMMITTEE: PHASE III

Jane Anderson

Mary Byrd

Jane Criner

Joe Dombek

Marcia Dunn

Amy Eggers

Elaine Wolfe Grady

Fern Kelly

Marybeth King

Bob Parina

Edith Paschal

Juanita Smith

Betty Thomas

David Jamieson

Project Head, Title VI, SFUSD

Zone I Administrator, SFUSD

Bay Area Learning Center

BALC Consultant

Speech Clinician, SFUSD.

Resource Teacher, Title VI, SFUSD

Supervisor, Pupil Personnel Services

Supervisor, District Inservice Education, SFUSD

BALC Consultant

District Secondary Counselor

Elementary Primary Counselor, SFUSD

District Elementary Counselor

Resource Teacher, Title VI, SFUSD

Supervisor, Psychological Services



San Francisco Unified School District Special Education Division

EH Model Project Title VI-G

May	8
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WHAT'S HAPPENING IN LEARNING DISABILITIES

9:00 - 10:00 Sheraton Palace Hotel

A. M.

Greeting

Charles Keaster, State Department, Special Education

Overview of California Title VI Learning Disabilities Projects

Small group meetings (sessions available 10:30 - 12:00 and 1:30 - 3:00 P. M.) You may participate in two small group meetings.

Please indicate your choice No. ___A. M.

No. P. M.

1. Evaluation Designs:

Margaret Scheffelin

California State Department of Education

Sacramento, California

Parlor G

Dave Uslan

Project Director (Systematic Program Development)

for Educationally Handicapped

Sacramento, California

The Resource Room:

Joyce Kohfeldt

Consultant for Leadership Training Institute

San Francisco, California

Parlor D

Lee Wiederholt

Leadership Training Institute Department of Special Education

College of Education, University of Arizona

Tucson, Arizona

Language Development:

Phyllis Newcomer

Leadership Training Institute in Learning

Disabilities

Parlor E

Department of Special Education

College of Education, University of Arizona

Tucson, Arizona

Current Trends in Diagnosis: Donald D. Hammill

Researcher

Austin, Texas

Golden Gate

Harry Overline

Associate Professor

California State University

Hayward, California

5. Administration and Teachers: Jeanne McCarthy

49er Room - A.M.

Leadership Training Institute

Department of Special Education California Room - P.M.

College of Education, University of Arizona

Tucson, Arizona

253

Name: School: 181



APPENDIX G



Appendix G

PARENTAL INVOLVEMENT, COMMUNITY INVOLVEMENT, ADVISORY COUNCIL

Parental Involvement

There were 252 parents involved during the school year through inservice workshops, observation of classroom demonstrations, and actual participation in administering examinations.

Community Involvement

Several community-wide workshops were held, but attendance was not kept. One specific community organization (Health Department) attended a workshop and 32 medical staff attended.

Advisory Council

The original project (1971-72, 1972-73) proposed three levels of Advisory Councils (state-wide, local district, and technical). The third year project did not propose the continuance of the Advisory Councils since the third year was to evaluate the effectiveness of the five proposed objectives.

However, the local Advisory Council representing essentially the elementary and secondary instruction division and Pupil Personnel division provided coordination with regular education and support services and assisted in planning join in-service programs.

The attached itemization presents in summary form the parent and community involvement.



	PARENTAL INVOL	VEMENT AN	D COMMUNITY INVOLVEMENT
	Role	a in the adversaries of the second se	Activity
1.	Learners	1.	Presentation to Lawton P.T.A of Title VI-G Model Delivery System.
2.	Audience	2.	Title VI-G services to Lawton School.
3.	Participators	3.	On-site series of demonstrations, workshops, lectures in individualizing instruction to pupils with
4.	Participants	4.	learning disabilities. Workshop for Sunshine School P.T.A on individualized educational games and self-concept inventory.
5•	Audience	5•	Presentation to community members on services and functions of Title VI-G Model Delivery System.
6.	Audience	6.	Parents observing faculty demonstration of a science lesson presented by a consultant to the Title VI-G project at Second Community School, Noriega Home School, Potrero Hill.
7.	Audience	7.	Parents observing on-site demonstra- tion of individualizing instruction for primary children, by a consultant to the Title VI-G project.
8.	Participants	, 8,	Parents participated with Title VI staff, Noriega Home School staff, P. A. Hearst School staff in administering Santa Clara Inventory of Developmental Tasks. Kindergarten pupils.
9.	Learners	9.	Community members attended Leadership Training Institute Workshop, "What's Happening in Learning Disabilities," Sheraton-Palace Hotel.
10.	Learners-Audience	10.	Workshop at Title VI-G Resource Center presented by a consultant to project, "Motivating the Uninvolved Learner."
11.	Learners-Audience	11.	Community members attended "Multi-medi Happening" at Potrero Hill given by a



PARENTAL INVOLVEMENT AND COMMUNITY INVOLVEMENT Continued Page 2

Role	MANAGEMENT SECTION OF THE SECTION OF	<u>Activity</u>
12. Audience	12.	Members of the community attended workshop at San Francisco Medical Society office. Title VI-G staff member presented Self-concept Inventory. Title VI-G staff members were involved in all day Health Education Workshop.
13. Learners		Title VI-G staff worked with parents from replication district on educational games.
14. Discussion Group	14.	On-site zone council meeting at Lawton School. Discussion of behavior modification techniques.
15. Discussion Group	15.	Part communication groups at Lawton and Mark Twain Schools.
16. Presenter	16.	Through observation, worked out an improved method of pupil-child communication. Lawton School.



APPENDIX H



CALIFORNIA TITLE VI-G PROJECT

PUBLIC SCHOOL MODEL SERVICE CENTER SAN FRANCISCO UNIFIED SCHOOL DISTRICT

FINAL EVALUATION REPORT

Submitted by

Theodore G. Alper, Ph.D. and Thomas E. Whalen, Ph.D.

Department of Educational Psychology
California State University, Hayward
July, 1974

with the assistance of Susan Ewy, M.S.

and

Paul Gareis, B.A.

FINAL EVALUATION REPORT

APPENDIX H

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- -Rated Assessment Oral Reading Gilmore (L)
- -Competency Rating of Special or Regular Teachers (M)

- -Competency Rating of Special or Regular Teachers (M)
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- -College/University Student in Training Activities Questionnaire (T)

ABSTRACT

The report contained herein describes the evaluation design, instruments, and results for the Title VI-G project for the 1973-1974 academic year. An introductory section presents the calendar of events for the evaluation activities that were followed in this project. The next section includes a description of the target population and the design of the evaluation program.

The major body of the report is organized to follow the Title VI-G project objectives. Each of the major objectives and sub-objectives is presented. Descriptions of instruments, the times of their administration, the results, the discussion of results, and summary sections are also grouped according to the objectives they were intended to assess. A section of Appendices follows that provides a more in depth discussion of each of the instruments, their possible uses, and a sample of each of the evaluation instruments.

The results of the problem behavior assessments indicated that the largest changes observed were for primary level students (Grades 1-3). At higher levels the number of changes observed were significantly reduced in the problem behavior area.

The self-concept results indicated that few significant changes were obtained at any level. However, the children involved in the sample already had generally positive attitudes towards learning prior to the inception of the study. When a comparison was made between the teacher's assessment of a student's self-concept and the student's own rating of that variable a low relationship was found for these two measures. This indicates that future evaluations should continue to assess the pupil's own feelings in order to obtain accurate information.



The grade level measures of academic change showed significant increases for 7 of 9 variables assessed. Specific criterion references measures of reading increased for 15 of the 27 areas assessed, while in math significant increases were only noted for 8 of 60 possible areas. The largest changes were observed for the intermediate group (Grades 4-6) on the academic measures. Very few, if any, students were found to have achieved competency in any of the basic skill areas when their scores were compared with previously determined standards of proficiency. Therefore in almost all cases the pupils involved in this study need further remediation.

The competency ratings of the Special Teachers indicated they were at a moderate to a high level of skill in both instruction and assessment areas. The results of all of the Special Teacher assessments indicated a careful needs assessment need to be initiated prior to the inception of any in-service training program. Very little correspondence was noted in the expressed needs of the teachers for future training and the areas perceived by the project staff as needing follow-up.

The competency ratings of the Regular Teachers indicated they improved their proficiency in the target skill areas but did not achieve the level necessary for independent utilization of the skills they were trained in. Again, a careful needs assessment of both the needs perceived by the Regular Teachers and the goals of the project staff is indicated by the data. This would lead to a better pinpointing of training areas so as to provide skills the regular teachers' both want and need to know.

Overall the data indicated that the project was successful in making progress towards the goals as stated by the proposal. In no area

was a perfect score achieved but definite movement was recorded and significant changes were obtained on some measures in all areas.



SUMMARY

Systematic changes in pupil performance through the treatment period were not perceived by teachers in the three school levels. In general, teachers perceived pre-treatment student performance considerably below grade level, and there were discrepancies in the higher grades. The significant changes which did occur were not consistent across grade levels and were not always in a positive direction. The intermediate level children were somewhat mixed, and secondary children, with the exception of handwriting, regressed further in perceived grade level standing. Pre-post correlations indicated that reading, written language, arithmetic, and spelling skills were rated consistently by teachers. These coefficients ranged from .48 to .88 across all grade levels.





Introduction

The evaluators (Alper and Whalen) were first hired in May 1973, to consult with the Title VI-G Project Staff in the San Francisco Unified School District. During a period of about one month we helped the staff to finalize its evaluation activities for the second project year and to begin planning a full-fledged evaluation design for the third year.

In September, 1973, the evaluators were again retained for the purpose of further refinement of the evaluation design and the development of specific measurement instruments for collecting data. Each evaluator spent 10 consultation days during the fall quarter in these activities.

In December, 1973, we were asked by the Office of Program Evaluation, California State Department of Education, to submit a proposal for the entire evaluation of the Title VI-G Project. This proposal was accepted with further modification in February, 1974, at which time we employed Susan Ewy as onsite evaluation coordinator and Paul Gareis as a data processing assistant.

During the month of February all pretest instruments were finalized and pre-intervention data were collected during the first two weeks of March. Development of all post-test instruments was also begun in February and was completed by April 15, 1974. This phase of evaluation activity resulted in an instrument package which consisted of 20 separate forms, some of which were unique to the project and others which were modified from existing standardized or informal inventories.

After the instructional intervention period, which began during the middle of March and finished during the last week of May, we collected, with the assistance of the project staff, all post-intervention data. The data were then quantified, processed, and analyzed during the months of June and July, 1974.

The evaluators would like to acknowledge the cooperation and assistance provided by the Title VI-G Project Staff. This evaluation effort could not have been brought to fruition without the extensive efforts of all concerned. We hope that these efforts can be built on by other educators concerned with the education of the exceptional child.

Evaluation Design

The model used was, for the most part, a one-group pre-testpost test design. In some instances only post-test data were collected
and analyzed due to the fact that project interventions had commenced
prior to the evaluators' official appointment as evaluation supervisors.

During our initial work with the project, we suggested the possibility of using one or more control groups in the evaluation design. However, due to a number of constraints, this was not possible.

Sample

The children served by the project were located in 14 schools - 11 in San Francisco, 2 in Oakland, and 1 in Marin County. Academic, behavioral, and affective data were collected from 107 children in these schools. They ranged in grade level from the second through the tenth grade. There were 33 children at the primary level, 26 at the upper elementary level, and 31 at the secondary grade level. The children were largely males and a significant number were from minority ethnic groups. About three-fourths of the students were males; there were 64 Blacks, 34 Caucasions, 5 Spanish, and 4 Asians.

Data were also collected from a large number of teachers and administrators in the San Francisco schools. Fifty-seven regular and special teachers, and 12 administrators and support staff responded to various instruments designed to measure their competency levels and reactions to the project.

Data Analysis and Interpretation

Student data were grouped into three grade levels, 1-3, 4-6, and 7-12. All data collected on a pre-post basis were analyzed through the use of a correlated t-model, which tests for the significance of mean differences between measurements while correcting for possible correlation between means.

Post_test-only data were analyzed through the use of frequency counts, means, percentages, and comparisons with established referents. In most cases, analyses were made of all instrument items, rather than just on total scores. The use of asterisks in Tables denotes t-values, or correlation coefficients significant at or beyond the .05 level. The numbering of tables is consistent with the number of project objectives and the assignment of alphabet characters to instruments. For instance, Table Al.1b brovides summary data collected with the Form A for Objective 1.1 and on intermediate level children (grades (4-6).

Data collection instruments are found in the appendices. Each is preceded by a brief description of the instrument with suggestions for appropriate use, and with information concerning the psychometric properties or the instrument, if known.

OBJECTIVE ONE

Enhancement of Behavior and/or Academic Skills for Pupils with Learning Disabilities and/or Behavioral Disabilities.

1.1 What are the changes in the number, intensity, and frequency of purposeful and non-purposeful behavior in the classroom?

Four instruments were designed for the purpose of measuring this objective: Student or Class Referral Form (A), Pupil Observation Form (High Frequency Behavior - B), Pupil Observation Form (Low Frequency Behavior - C) and Contract Counts (D).

Of the four instruments, only one was fully developed in time for pre-and post-measurement. This was the referral form. Thus, the data from this instrument will provide the bulk of evidence with which to evaluate objective l.1. Some information was collected, also, on the use of behavioral or academic contracts between teachers and children. These contract results will be presented following the results of the Behavioral referral data.

Problem Behavior

The first section of the referral form contains 16 items measuring problem behavior. Examples are out of seat, yelling out, and running around the room. For each pupil referred to the project, a teacher was asked to fill out the referral form by rating each problem behavior on a 4-point scale as high, medium, low, or never occurring. At the end of the intervention period, the teacher again rated the child's behavior. Score distributions were then analyzed by comparing pre- and post-intervention levels by use of a t-test for correlated measures.



The same procedure was used for the second part of the form which dealt with work-related student behavior. This section was represented by such items as: attends class, stays on task, works independently, follows directions, etc. Since these items represent positive behavior, the scale values were reversed so that on both sections of this instrument, a score of 4 means the most positive level of behavior, and a score of 1 indicates the most extreme of negative behavior.

Results

Primary Level, Grades 1-3

Of the 16 problem behaviors on the referral form, the most frequent problem according to teachers' ratings was out of seat behavior. The mean rating on this item for all primary children was 2.03, indicating a medium frequency of out of seat behavior for most children. The behavior which showed least frequent occurrence was item 11, destroys others' property. The mean for this item on the pre-intervention ratings was 3.44, indicating a group average about midway between low occurrence and never occurring on the 4-point scale. Most of the items were rated on the average between medium and low occurrence. Only 4 of the items were rated between low and no occurrence. These were 9, 10, 11, and 15, which reserved to stealing, destroying property, and lying.

The post intervention results (Table Al.la) show remarkable improvement in reducing pupils' problem behaviors. A total of 13 behaviors showed improvement, and seven of these were statistically significant at the .05 level. These behavior were (1) out of seat,

(2) yelling out, (3) running around room, (4) hitting and pushing, (7) complains, (8) fighting, and (16) temper tantrums. One of these, out of seat behavior, showed improvement beyond the .001 level of significance.

On Part II of the referral form dealing with work-related student behavior, there were also several significant improvements in behavior for primary children. Items 6 and 7 showed improvement beyond the .05 level of significance. These items dealt with the child's being able to work independently and working as a member of a group. Items 9, 11, and 12, attempting difficult work, taking pride in work, and organizing materials and work, were all significantly improved beyond the .001 level of significance. All other items in Part II showed the same degree of improvement with the exception of item 1, attends class, which was rated slightly lower on post-measurement.

Table Al.la

Changes in Problem Behavior and Work-Related Classroom
Behavior Among Primary Level Children

			Pre-T	'est	Post-	Test	Mean		
ļ	tem	N	Mean	SD	Mean	SD	Difference	Correlation	t-ratio
٩	/# s\	n/	A 35	= 50		04	. 1 *		
1	(I-1)	26 25	2.03	•95	2.50	.86	-0.46	, 80	4.04 *
2	(I-2)	25 25	2,36	1.15	2.72	. 89	-0.36	.67	2.09 *
3	(I=3)	25	2.76	1.16	3.24	.83	-0.48	•57	2.49 *
4	(I=4)	25	2.48	1.08	2,80	,81	-0.32	.72	2.13 *
5 6	(I=5)	25 25	2.56	.91	2.68	.94	-0.12	•50	. 64
	(I=6)	24	2.41	1.01	2.41	1.05	.00	•55	.00
7	(I=7)	25	2.16	1.10	2,64	•75	-0.48	•51	2.49 *
8	(1-8)	25	2.48	1.12	2.92	.81	-0.44	•54	2.28 *
9	(I-9)	24	3.31	1.01	3.54	•77	-0.16	.61	1.00
10	(I-10)	24	3.33	.70	3.25	.89	.08	.69	.62
11	(I-11)	25	3.44	.71	3.3 6	•99	.08	.41	,41
12	(I-12)	25	2.96	1.01	3.16	.89	-0.20	. 78	1.54
13	(I-13)	25	2.88	1.20	3.12	1.05	-0.24	.7 3	1.44
14	(I-14)	25	2.64	1.22	2.92	1.22	-0.28	. 56	1.23
15	(I-15)	25	3.00	1.04	3.24	,96	-0.24	, .61	1,36
16	(I-16)	25	2.48	1.19	2.92	•99	-0.44	. 52	2.03 *
17	(II-1)	25	3.92	.27	3. 72	.67	.20	.31	1.54
18	(II-2)	25	2.44	.71	2.80	•95	-0.36	.25	1.73
19	(II-3)	25	2.76	.87	2.92	•90	-0.16	•54	.94
20	(II-4)	25	2,48	.77	2.68	.85	-0,20	.62	1.41
21	(II-5)	24	2.50	.83	2.79	•97	-0.29	. 50	1.57
22	(II-6)	25	2.44	.71	2.84	.89	-0.40	• 5 0	2.44 *
23	(II-7)	25	2.44	.82	2.84	.80	-0.40	.42	2.30 *
24 25	(8-II)	14 24	2.28	.82	2.42	1.01	-0.14	•39	.52
	(II-9)		1.91	.77	2.41	1.01	-0.50	•75	4.15 *
26	(II-10)	25	2.72	.93	2.92	.86	09.20	.43	1.04
27	(II-11)	25	2.80	.81	3.60	.64	-0.80	.23	4.38 *
28	(II-12)	24	1.87	.53	2.62	.92	-0.75	•33	4.09 *
29	(II-13)	25	2.60	.76	2.76	.83	-0.16	.63	1.16
3 0	(II-14	25	1.84	.80	2.16	الُو.	-0.3 2	•53	1.87
31	(II - 15)	25	2.64	.81	2.88	.72	-0.24	34	1.36
32	(II - 16)	25	2.64	.86	2.80	.76	-0.16	.34 .64	1.16

Intermediate Level, Grades 4-6

Among upper elementary pupils, problem behaviors were not viewed as seriously by the teachers. Seven of the 16 behaviors received mean ratings above 3.00 at time of referral indicating low occurrence frequencies for fighting, stealing, destruction of property, talking back to teacher, lying, and temper tantrums.

The post-intervention data (Table Al.1b) shows significant change on only one problem behavior, item 15, excludes self from activity outside class. This behavior was significantly reduced at the .Ol level, indicating that by the end of the year students were participating in outside class activities at higher levels than before.

Among the work related behaviors, Part II, teachers viewed items 9 and 12 as the most serious problems. These dealt with attempting difficult work and organizing materials and work. Class attendance was rated highest of all items, a mean of 3.41, indicating that teachers perceived this as less of a problem than anything else. All other items had mean ratings of between 2.00 and 3.00 at referral time, indicating low to medium occurrence frequencies for the work-related behaviors. The post-intervention results show eleven improvements in student behavior. However, none of these were significant statistically.

Table Al.1b)
Changes in Problem Behavior and Work Related Classroom
Behavior Among Intermediate Level Children

<u>Iter</u>	<u>#</u>	<u>N</u>	Pre-T Mean	<u>SD</u>	Post Mean	t-Test SD	Mean Difference	Correlation	t-ratio
1	(I-1)	25	2.32	1.10	2.40	1.15	-0.08	•77	•52
5	(I-2).	26	2.69	1.39	2.57	1.10	.11	•59	.53
3	(I-3)	25 26	2.84	.85	2.84	1.02	•00	•49	.00
4	(I-4)	26	2.69	.88	2.69	1.08	•00	•52	.00
5	(I-5)	26	2.07	•97	2.23	1.06	-0. 15	. 63	.89
6.**	(I-6)	23	2.17	1.02	2.34	193	-0.17	•73	1.16
7	(I-7)	25	2.68	1.02	2.60	1.15	.08	•51	•37
8	(I-8	26	3.07	•97	3.00	.69	.07	•35	.40
9	(I-9)	26	3.80	.40	3.73	•53	.07	.49	.81
10	(I-10)	26	3.6	.63	3.50	.90	.11	.41	.68
11	(I-l)	25	3.68	•55	3.64	. 63	.04	.24	.27
15	(I-12)	26	3.42	.94	3.46	.76	-0.03	.60	.25
13	(I-13)	25	3.48	.71	3.24	•77	.24	.68	2.00
14	(I-14)	26	2.03	1.03	2.30	1.19	-0.26	. 47	1.19
15	(I-15)	25	2.32	.94	2.92	1.11	-0.60	•57	3.13 *
16	(I-16)	26	3. 50	.98	3.42	.70	.07	. 43	.41
17	(II-1)	24	3.41	.82	3.37	. 92	.04	• 35	.20
18	(II-5)	26	2.19	.84	2.07	.89	.11*	.50	.68
19	(II-3)	26	2.26	.66	2.30	.92	-0.03	.57	.25
20	(II-4)	26	2.23	.76	2.26	.87	-0.03	.56	.25
21	(II-5)	25	2.00	.76	2.12	.78	-0.12	. 62	•90
55	(II-6)	-26	2.23	.81	2.34	.89	-0.11	.49	.68
23	(II-7)	25	2.28	.79	2.28	.73	٠00	.43	.00
24	(II-8)	23	2.08	1.04	2.04	.87	.04	.59	.23
25	(II - 9)	26	1.65	.62	1.88	.71	-0.23	.44	1.65
26	(II-10)	26	2.57	1.02	2.57	.90	. 00	.70	.00
27	(II-11)	26	2.50	.76	2.61	.75	-0.11	.62	.90
28	(II-12)	26	1.96	.91	2.30	.83	-0.34	.32	1.73
29	(II-13)	25	2.40	.64	2.60	.95	-0.20	.67	1.41
30 31	(II-14)	26	2.07	.84	2.23	.99	-0.15	.64	1.00
31	(II-15)	26	2.80	.80	2.96	•77	-0.15	.31	.84
32	(II-16)	26	2.53	.81	2.57	.90	-0.03	.54	.23

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Secondary Level, Grades 7-12

Among the older children in the project samples, problem behaviors are much less frequent as viewed by teachers. Eight of the 16
behaviors received mean ratings of 3.00 or above at referral time. This
indicated that such behaviors as hitting and pushing, fighting, stealing,
destruction of property, talking back, lying, and temper flare-ups, were
of generally low frequency.

In Part II of the referral form, more concern was shown by teachers for needed improvement in work-related behaviors. Only one item received a mean rating above 3.00, attends class. Thus all other work-related behaviors were viewed as having only low to medium occurrence.

Table Al.lc gives the results for the pre- and post-intervention ratings. Only one item on both parts of the instrument changed significantly over time. This was item 11, Part I, destroys others' property. There was a significant reduction in this behavior by the end of the year.

Table Al.1C

Changes in Problem Behavior and Work-Related Classroom Behavior Among Intermediate Level Children

1 (I-1) 11 2.36 2 (I-2) 11 2.54 3 (I-3) 11 2.63 4 (I-4) 11 3.45 5 (I-5) 11 2.72 6 (I-6) 10 2.80 7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11 14 (I-14) 11 2.27	1.03 3 1.20	2.63 3.00 3.00	.92 1.00	-0.27	1.62	•	
2 (I-2) 11 2.54 3 (I-3) 11 2.63 4 (I-4) 11 3.45 5 (I-5) 11 2.72 6 (I-6) 10 2.80 7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11	1.03 3 1.20	3.00			A. i. M.E.	1.00	
4 (I-4) 11 3.45 5 (I-5) 11 2.72 6 (I-6) 10 2.80 7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11	3 1.20		ΤΙΛΛ	-0.45	•57	1.61	
4 (I-4) 11 3.45 5 (I-5) 11 2.72 6 (I-6) 10 2.80 7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		/#VU	.89	-0. 36	.83	1.78	
5 (I-5) 11 2.72 6 (I-6) 10 2.80 7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11	-	3.27	.64	.18	.78	1.49	
7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11	.90	2.45	.52	.27	.71	1,39	
7 (I-7) 11 2.54 8 (I-8) 11 3.54 9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		2.90	.31	-0.10	•35	.42	
9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		2.36	.92	.18	.32	.55	
9 (I-9) 10 3.30 10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		3.54	.52 · K. May	.00	1,00	.00	
10 (I-10) 11 3.63 11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		3.50	.70	-0.20	.81	1.00	
11 (I-11) 11 3.09 12 (I-12) 11 3.00 13 (I-13) 9 3.11		3.36	.67	.27	.42	1.39	
12 (I-12) 11 3.00 13 (I-13) 9 3.11		3.45	.52	-0.36	.92	2.39 *	
13 (I-13) 9 3.11		2.90	.94	.09	.74	.43	
D)	,	3.22	.44	-0.11	.36	• • • • • • • • • • • • • • • • • • •	
14 (I-14) 11 2.27		2,45	1.29	-0.18	.95	1.49	
15 (I-15) 8 2.25		2.50	1.06	-0.25	80	1.00	
16 (I-16) 11 3.72	_	3.90	.30	- 0.18	•37	1.00	
17 (II-1) 11 3.18		3.27	.64	-0.09	.78	•55	
18 (II-2) 11 2.72		2.45	.52	.27	•57	1.39	
19 (II-3) 11 2.63		2.81	.60	-0.18	.36	,61	
20 (II-4) 11 2.81		2.81	.87	.00	.70	.00	
21 (II-5) 11 2.90	7.7	2.90	1.04	.00	.53	.00	š.
22 (II-6) 11 2.81		2.72	.90	•0 9	.36		
23 (11-7) 11 2.63		2.54	•93	.09	.87	.31	,
24 (II-8) 2 2.50		2.50	2.12	•00	1.00	.55 2.00	
25 (II-9) 11 2.81		2.45	.82	.36	•54		
26 (II-10) 11 2.72		2.72	.78	.00	•) •	1.49	
27 (II-11) 11 2.90		2.90	.70	.00	.58 .61	.00	
28 (II-12) 11 2.27	-	2.45	.82	-0.18	yo .or	.00	
29 (II-13) 11 3.00	*_	3.00	. 44		.49	.69	
	1.02	2.63	1,12	•00 •0.27	•35 •82	.00	28?
281 30 (II-14) 11 2.36 31 (II-15) 11 2.30		2.90	.83	-0.27	•02 •6	1.39	4 ♥ ;
281 30 (II-14) 11 2.36 31 (II-15) 11 2.90 32 (II-16) 11 3.00		2.72	.05 .90	•00	•56 •80	•00	
× (11-10) 11).00			()f i	.27	n.	1.39	3

Summary

It is evident from Tables Al.la, Al.lb, and Al.lc that the project had its greatest apparent impact on primary level children. At that level there were many significant improvements in both problem behavior and work-related classroom behavior. However, at succeeding higher age levels, the number of significant changes in behavior drops dramatically.

It is interesting to note that the pre-post item correlations at all age levels are very high on the average. An average of 26 of 32 items at each level show pre-post correlations significant at the .05 level or beyond. This would seem to indicate that teachers are quite consistent in their rating behavior over time, and that the instrument is reliable enough to produce accurate measures of student classroom behavior.



Contract Count (D)

The contracts employed by the project staff during the intervention period were analyzed by the evaluation staff following the ending of the school year. Form D (see appendix for description) was utilized to record the type of contract (verbal, or written), duration of contract, academic area of contract or behavioral area of contract, schedule of rewards, type of reward, and the success or failure of the student to meet the contract. This form allowed the evaluation staff to analyze the contract results without interpreting the original documents themselves.

The sample of contracts analyzed was 18 overall. This indicates that either very few contracts were utilized by the project staff or that the project staff was not consistent in their record keeping on Form D. The following list describes the major outcomes of the contract count analysis.

Demographics of Contracts Sample --

- a. 14 of the contracts were written for males and 4 for females.
- b. 4 were from the primary level, 4 from the intermediate, 6 from the junior high level, and 4 from the senior high level.
- 2. Contract Formal -- 61% of the contracts were written; all the rest were verbal in format.
- 3. Contract Content -- 67% of the contracts were written to change the inappropriate behaviors of the students.

 33% of the contracts were designed to increase academic performance.
- 4. Type of Reward and Schedule -- 67% of the contracts used tangible rewards and all of the rest used a combination of privileges and free time. 50% used a fixed ratio schedule, 44% used a fixed interval schedule, and 6% used a combination (fixed-ratio, fixed-interval).



- 5. Contract Time Length -- The duration of the contracts was from one week to five months.
- 6. Contract Success— 78% of the contracts were successful overall in that the student met the goal and received the reward. All of the non-successful contracts were written at the secondary level. They all focused on changing the student's inappropriate behaviors and none of them used tangible rewards.

7. Use of Behavioral Principles in Contracts--

- a. All of the contracts utilized positive reinforcement.
- b. None of the projects suggested that any baseline data was gathered prior to the contract being initiated.
- c. None of the contracts suggested the use of shaping of the response requirements for reinforcement.
- d. None of the contracts provided evidence that the schedule of reinforcement was systematically leaned out over time.

The analysis of the data indicates that when used and reported the contracts were successful over 75% of the time. The major question is since there were so few contracts recorded on Form D we may be analyzing an unrepresentative sample. The unsuccessful contracts might not have been reported by the project staff. The contracts' content indicates that they were used as behavioral control devices in a majority of the cases. Therefore contracts were not systematically applied as part of regular academic task assignments. This is further backed up by the duration of the contracts which was one week or more in all cases. Rather than utilizing small rewards continuously for improvement they seem to have been employed for only gross changes. All of the comments in point 7 also lead on to make the conclusion that the project staff either did not know the underlying behavioral principles of contracting, or were forced to violate them by the pressures of the real



classroom. The contracts as reported in this section are poorly designed and would lead to only momentary control rather than long lasting behavior changes. They all seem to violate the idea of starting where the child is and moving along with him by reinforcing improvement.



1.2 What are the changes in pupil self-concept?

This objective was evaluated through the use of two instruments, the Inferred Pupil Self-concept by Teacher (Form E) and the Pupil Self-concept Inventory (Form F). Originally, both of these instruments were intended for use on a pre-post basis. However, Form E, the teacher rating instrument, was not completed before some of the pretesting with Form F had already taken place. Thus, a decision was made to utilize the Pupil Self-concept Inventory (F) as the primary measure of change for objective 1.2. The Inferred Pupil Self-concept by Teacher (Form E) was utilized on a post-test only basis for the purpose of determining to what extent pupils and teachers agreed with one another on a specific subset of items dealing with the pupils' attitudes toward school activities. In this section, the results of the pupil self-report ratings are presented first followed by the teacher ratings of pupils' attitudes.

Pupil Self-concept Inventory (F)

This instrument, shown in the appendix, contains 33 items classified in 5 separate categories: (1) About Me, (2) About School and Learning, (3) Me and My Teachers, (4) Other Grownups and Me, and (5) Me and My Family. This instrument can be administered in paper and pencil fashion, or it can be used in the form of a game. The game utilizes a board similar to monopoly, a deck of cards for each player, a pair of dice, and four cups decorated with smiling and frowning faces. The child roles a die and moves a piece around the board. He draws cards from his deck and reads, or the administrator reads to him, the statements on each card. The statements correspond to the items on



the printed form of the instrument. After reading the card, the child places it in one of the four cups corresponding to the 4-point measuring scale of affect. In the present study, most children were administered the instrument in game form and played with one or two other children. The only restriction placed on this type of administration was that a child had to play the game with the same number of children on both the pre-session and post-session, though the individuals did not have to be the same. The reason for this was to attempt to control for any "socialization" effect which might be present. A further research study should be done to determine if children respond differently with different numbers of children playing the game, or whether they respond differently by taking the inventory alone as a paper and pencil exercise.

Results

Primary Level, Grades 1-3:

Table Fl.2a gives the results for the primary level children. There were 26 children in this group, although some children did not respond to all items on the inventory either on the pre- or post-administration. This is reflected in Table Fl.2a by somewhat fluctuating N's across the 33 items.

In the About Me category, pupils felt rather good about their appearance (item A-1), somewhat unhappy about being alone (item A-2), and when unsure about what people wanted them to do (item A-3). They felt very unhappy if someone hollers at them (item A-4). All of these feelings were elicited during the pre-intervention phase and did not change markedly after intervention.

In the About School and Learning category, there were 15 items concerning many different phases of school activities. Surprisingly, pupils indicated some measure of happiness on 12 of these items on the pre-test. Only on items B-2, B-12, and B-13, reading aloud, being late for class, and being asked to stay after school, were they somewhat unhappy (as a group). Only one item in this category showed a significant group change at the end of the intervention period. This was item B-6: going to art time. Even though students had a high initial liking for this activity at time of pre-testing, their pleasure in art work increased even more after intervention.

In the category, <u>Me and My Teachers</u>, most pupils indicated some degree of pleasure about their relationships with their teacher. The one exception to this was item C-5, if teacher visited my home, which caused them mild displeasure. On the other hand, pupils as a group, were extremely pleased to have their teacher come to their desks.

After intervention, there were minimal changes on these items, none reaching a significant level.

The fourth category, Other Grownups and Me, showed one significent change over time. This was item D-3, seeing your counselor. Children changed from mild to considerable pleasure in seeing their "counselor" after intervention. Since primary level children do not have counselors, it can only be assumed that they associated this title with the Title VI-G staff person who worked with them.

There was also one significant change in the fifth item category,

Me and My Family. Item E-4, playing with your brothers and sisters,

showed a significant change in a positive direction. Before inter
vention, children were mildly happy about playing with their siblings.



This changed to much more pronounced happiness after intervention.

Interestingly, all other items in this category also showed positive, though not significant, changes over time.





Table Fl.2a Changes in Pupil Self-Concept for Primary Level

Ţ,	em	<u>N</u>	Pre-1	<u>SD</u>	Post- Mean	<u>SD</u>	Mean Difference	Correlation	t-ratio
1	(A-1)	26	3.19	1.06	3.19	1,16	-0.03	.09	.12
2	(A- 2)	26	2.34	1.23	2.03	1.18	.30	-0.03	• 90
3	(A-3)	26	2.00	.97	1.96	.95	.03	Ó	.14
4	(A-4)	26	1.65	1.01	1.26	,53	.38	-0.11	1.63
	(B-1)	25	3.40	.81	3.16	1.17	.24	.32	1.00
5 6	(B-2)	25	2.32	1.21	2.48	1.22	-0.16	. 31	•55
7	(B-3)	25	2.92	1.22	2.96	1.09	-0.04	-0.12	.11
7 8	(B-4)	25	3.16	1.10	3.00	1,22	. 16	.15	.52
9	(B-5)	25	2.96	1.24	2.88	1,30	.08	,02	.22
10	(B-6)	25	3.40	1.00	3.88	•33	-0.48	-0.22	2.13
11	(B-7)	25	3,56	.91	3.32	1.02	.24	•33	1.06
12	(B-8)	25	3.32	1.06	3.36	1.07	-0.04	•04	.13
13	(B-9)	23	3.17	1.02	3.3 0	1.01	-0.13	•33	•53
14	(B-10)	23	3.30	1.10	3 . 52	.94	-0.21	.14	•77.
15	(B-11)	23	3.04	1,26	2.78	1.16	.26	.31	.88
16	(B-12)	25	2.12	1.16	1.96	1.17	.16	.49	.67
17	(B-13)	25	1.96	1.24	1.72	1.20	24	.18	.76
18	(B-14)	25	3.16	1.31	3.08	1.32	.08	-0.00	.21
19	(B-15)	25	2.76	1.33	2.88	1.26	-0.12	.59	.51
20	(C-1)	25	3.04	.97	2.88	1.12	.16	-0.10	.50
21	(C-2)	25	3.16	1.02	3.16	1.10	.00,	.12	.00
22	(C-3)	25	2.40	1.19	2.04	1.24	.36	.21	1.18
23	(C=4)	25	2,72	1.27	2.88	1.23	-0.16	.53	.65
24	(C-5)	25	2.96	1.24	3.16	1.10	-0.20	.49	.84
25	(c-6)	25	3.24	1.16	3.48		-0,24	-0.06	.76
26	(D-1)	25	2.96	1.17	2.84	1.21	.12	.11	•37
27	(D-2)	25	2.68	1.18	2.68	1.31	.00	-0.12	0
28	(D=3)	21	3.14	1.19	3.80	.51	-0.66	-0.03	2.32
29 30	(E-1)	25 85	2,24	1.26	2,68	1.31	-0.44	.12	1.28
30	(E-2)	25	2.76	1.23	3.00	1.15	-0.24	.14	.76
<u>31</u>	(E-3)	25 25	3.40	1.04	3.56	.71	-0.16	.07	.65
32 33	(E-4)	25 25	3.16	1.14	3.68	.55	-0.5 2	.41	2.48
33	(E-5)	25	3.48	1.00	3.76	.52	-0.28	-0.24	1,12

ERIC A-Full Text Provided by ERIC

Intermediate Level, Grades 4-6:

The results for the upper grade elementary children are quite different from their younger peers. Whereas the primary children showed significantly positive changes on three items, the older children had four significant changes in a negative direction, and only 6 changes in a positive direction on the entire instrument. On items B-2, B-3, C-3, and E-1, the children as a group felt significantly less happy after intervention. These items dealt with reading aloud, doing written work, doing homework, and having the teacher talk to parents. It would appear that these children were feeling the pressure of the intensive project intervention at post-test time to a much greater extent than the younger children. This situation is somewhat in accord with observations by the evaluators, that intermediate level schools received more intensive help from the project staff than other levels (see objective 4 following).

Another thing which must be considered in the interpretation of these data is that in general, intermediate children responded at higher affective levels on the pre-test than did primary children. Thus, to some extent, at least, there is a ceiling effect operating with some of the items. On fully 26 out of 33 items the intermediate children scored higher than primary children on the pre-test.

A similar phenomenon was present with respect to a comparison between the intermediate children and a group of comparably aged children in a Marin County replication school. In this comparison, the San Francisco children scored higher on 24 of the 33 pretest items. It is difficult, without further research to adequately explain these differences. But it seems that the Pupil Self-concept Inventory does discriminate between



children of differing backgrounds to some degree. This situation is brought out further in the results for the secondary pupils which follow.



Table Fl.2b Changes in Pupil Self-Concept for Intermediate Level

<u>Pre-Test</u>			gt	Post-T	est	<u>Mean</u>		
Item	<u>N</u>	Mean	SD	Mean	SD	Difference	<u>Correlation</u>	<u>t-ratio</u>
1 (A-1) 25	3.54	.75	3.40	.86	.24	.02	1.03
2 (A-2			1.19	2.28	1.10	•32	.28	1.16
3 (A-3	:		1.00	2.16	.80	.04	-0.35	.13
4 (A-4		1.70	.80	1.58	.58	.12	-0.08	•59
			1,18	2.92	.99	.16	.49	.72
5 (B-1 6 (B-2		2.76	1.16	2.08	1.07	. 68	.18	2.36
		3.32	.94	2.40	•91	.92	.28	4.12
7 (B-3 8 (B-4			1.03	3.04	1.01	.04	.23	.15
9 (B - 5	•	3. 00	1.08	2.60	1.11	•40	.41	1,68
10 (B-6		3.64	.86	3.48	.91	.16	.80	1.44
11 (B - 7		3.66	.76	3.54	.88	.12	.66	.90
12 (B-8) 25	3.76	.66	3.7 6	.83	.00	•79	.00
13 (B-9		2.88	1.20	2.92	1.11	-0.04	•73	.23
14 (B-1	0) 25.	3.2 8]	1.02	3 .3 6	.90	-0.08	.33	•35
15 (B-1		3. 16 1	1.02	2.76	1.16	.40	•34	1.58
16 (B-1	2) 24		1,06	2.29	•99	-0.08	.14	.30
17 (B-1.	3) 22	2,04	1.04	1.81	1.05	.22	.09	•75
18 (B-1		3.52	.71	3. 56	.76	-0.04	.28	.22
19 (B-1			1.05	2.91	1.05	.00	.22	.00
20 (C-1) 25	3.04	1.13	2.60	•91	.44	.13	1.62
21 (C-2		3,36	,81	3.00	1.08	.36	23	1.51
22 (C-3		2,24	1,12	1,68	.94	.56	.46	2.58
23 (C-4	•	2.88	1.09	2,60	1.15	.28	.19	. 97
24 (C-5			1.21	2,44	1.26	.24	.31 .34	.82
25 (C-6		3.52	.77	3. 28	.84	.24	•34	1.29
26 (D-1		3.29	.99	2,95	•95	•33	.60	1.88
27 (D-2			1.09	2.83	1.20	. 00	,24	.00
28 (D-3		3.2 6	1.13	3.2 6	.96	.00	-0.10	.00
29 (E-1			1,28	2.28	1.20	.56	.67	2.79
30 (E-2 31 (E-3		3.00	1.08	2.64	1.25	.36	-0.1 5	1,01
31 (E-3		3.60	.81	3.48	.71	.12	.27	.64
32 (E-4		3.58	.88	3.70	•55	-0.12	.72	1,00
33 (E-5) 25	3.60	.76	3.72	.67	-0.12	-0.06	.56

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Secondary Level, Grades 7-12:

Among the junior and senior high school students there were only two significant changes from pre- to post-intervention scores. These were items A-2 and A-3, being alone, and not being sure what people want you to do. The first of these items showed a more positive post-intervention attitude toward being alone. The second change was in the other direction. At the end of the year, students felt significantly less happy when they were not sure what other people wanted them to do.

Other changes for the secondary students were generally mixed between positive and negative directions and were of a magnitude which did not reach statistical significance at the .05 level. A check of the results between the three different levels of students showed that considerable differences existed between group means on the pre- and post-tests for a large number of items. Although an analysis of variance was not performed, it appears that items B-1, B-5, C-2, C-3, C-4, C-5, D-2, E-1, and E-2, would probably generate significant F values indicating a strong difference in absolute affective levels between the three age levels of children.

Table F1.2c Changes in Pupil Self-concept for Secondary Level

			Pre-1	Cest	Post-7	<u>lest</u>	Mean		1 .
<u>I</u>	tem	N	Mean	SD	Mean	SD	Difference	Correlation .	<u>t-ratio</u>
1	(A-1)	12	3.25	.62	3.16	•57	.08	.12	· . 36
2	(A-2)	12	2.41	•99	2.83	.93	-0.41	.76	2.15
3	(A-3)	12	2.33	.88	1.75	.62	•58	•32	2.24
4	(A-4)	12	1.58	•79	1.66	•77	-0.08	.63	.43
5 6	(B-1)	12	2.08	1.16	2.50	1.00	-0.41	•74	1.82
6	(B - 2)	12	2.33	.98	2.08	.90	•25	.68	1.14
7	(B-3)	12	2.66	1.07	2.50	.52	,16	.16	.51
- 8	(B-4)	12	2.83	1.26	2.91	•99	-0.08	. 56	.26
9	(B - 5)	12	2.08	•99	2.41	.79	-0.33	.52	1.30
10	(B - 6)	12	3.66	.65	3.5 8	.66	.08	.69	.56
11	(B-7)	12	3. 16	1.02	3,1 6	•93	•00	.72	.00
12	(B-8)	12	2.91	1.16	3,1 6	•93	-0.25	•59	.89
13	(B-9)	12	2.33	1.15	2.50	1.00	-0.16	•55	.56
14	(B-10)	12	2.91	1.16	2.91	.99	.00	.38	.00
15	(B-11)	12	2.91	•90	2.83	.93	.08	.73	.43
16	(B-12)	12	2.66	1.07	2.50	1.16	.16	.43	.48
17 18	(B-13)	12	1.41	.66	1.41	.90	.00	-0,16	.00
	(B-14)	12	3.25	1.05	3.75	.45	-0.50	•33	1.73
19	(B-15)	12	3.00	.85	3.00	•95	.00	,22	•00
20	(C-1)	12	2.75	.86	2,58	.79	.16	. 36	. 61
21	(C-2)	12	2.66	•77	2.83	.83	-0.16	,18	.56
22	(C-3)	. 12	1.66	1.07	1.58	.66	.08	.16	.24
23	(C-4)	12	1.66	1.07	1.66	1.07	· • • • • • • • • • • • • • • • • • • •	,21	•00
24	(C=5)	12	1.66	.88 .98	2.08	.90	-0.41	•37	1.44
25	(c-6)	11	3. 18	. 98	3.18	.87	.00	.37 .65	•00
26	_(D=1)	12	2.25	.86 .98	2.58	.87 .66	-0.33	.51	1.48
27	(D-2)	12	3.33	.98	3.16	•93	.16	•72	.80
28	(D-3)	12	2.91	1.08	2,66	•77	.25	. 50	.89
. 29	(E=1)	12	2.25	.86	2.50	•90	-0.25	.63	1.14
3 0	(E-2)	12	1.66	.88	1.91	1.08	-0.25	.25	.71
31 32	(E-3) (E-4)	12	3.5 8	.66	3.58	•90	.00	. 89	.00
32	(E-4)	11	3.45	.68	3.45	1.03	.00	.66	.00
33	(E-5)	11	3.45	1.03	3.54	1.03	-0.09	•95	1.00

Summary

Because of the relative few number of significant changes among the three levels of children, and the fact that these changes were by no means uniform across levels, it is tempting to say that the instrument itself produces erratic and unreliable data. However, two facts mitigate against this as the sole conclusion. First, a pilot study was conducted with the instrument using non-project fifth grade students in San Francisco (see the appendix). This was a test-retest reliability study over a two week time period. Though this study showed that several items on the inventory are fairly unstable, in the main, it showed that the instrument has a fair degree of stability over time. Secondly, an analysis of the pre-post item correlations for the project data show a similar finding, at least at the higher age levels. Among the secondary students, 19 of 33 items had pre-post correlations ranging from .50 to .96. At the primary level, this figure dropped to 2 of 33 items with correlations above .50. There are two possible reasons for this extreme difference in stability across levels: (1) the younger children, in general, had a much longer time between the administration of the pre- and post-tests than did the older children, (2) it is likely that self-concept, as a psychological construct is much more fixed and less amenable to change among older children.

In conclusion, it cannot be said with any certainty that the Title VI-G project had a strong impact on children's attitudes toward school and learning. What does seem to be apparent from this study, however, is that LD children's attitudes toward education are not

drastically low to begin with. The great majority of children in this sample appear to have relatively healthy attitudes toward learning already, at least as measured by the instrument employed here. This finding tends to be in accord with some other recent studies which investigated differences in affective levels between minorities, disadvantaged children, and middle class white pupils. Perhaps the time has come to stop worrying so much about students self-esteem and to concentrate more on raising their basic skill levels.

Inferred Pupil Self-Concept Rating by Teacher (E)

As mentioned previously, this instrument was not available for use during the pre-intervention phase of the project. Thus, data were not collected on children at the time of their referral. The results presented here are for post-intervention ratings made by teachers of their pupils' attitudes toward school and themselves.

Form E requires that the teacher make an assessment of a child's attitudes in 7 categories: (1) being in school, (2) being around teachers, (3) arithmetic, (4) reading, (5) homework, (6) his or her appearance, and (7) overall scholastic ability (his or hers). The first six items are rated on a 4 point like-dislike scale. Item 7 was rated on a 4-point scale going from "quite confident" (4 points to "lacking confidence" (1 point).

The reason for collecting and analyzing the data from Form E was largely for research purposes. Since each of the seven items on this form was keyed to an equivalent item on Form F, the Pupil Self-concept Inventory, it would be possible to determine (1) if teachers' ratings were in agreement with pupils' own ratings, and, therefore (2) whether future project evaluation efforts could rely solely on indirect self-concept data provided by teachers.

In order to interpret the findings of this study, it is necessary to refer to Figure El.2. This figure shows the items from Form E along with the matched item from Form F, the Pupil Self-concept Inventory. It will be noted that there are substantial differences in the working of some pairs of items between instruments. This was intentional, but, of course, created a potential source of error in measurement of specific



attitudes. However, one of the intentions of this study was to determine the relative robustness and strength of attitudes and their associated behavior patterns. In other words, we were interested in finding out, for instance, if a student's attitude toward taking a test (B5) was related to his teacher's perception of his overall scholastic ability (item 7, Form E).

Results

Table El.2 gives the results of item comparisons at the primary, intermediate, and secondary levels. The coefficients of correlation at all levels are extremely low, and quite often even negative. None of the coefficients indicates statistical correlation at the .05 level of significance. Thus it can be concluded that teachers' perceptions of students' attitudes do not correspond to the self-reported attitudes of the students, themselves. It is also interesting to note that at each level there are one or more item pairs which differ from one another in elevation, i.e., the mean rating given by the teachers is significantly higher or lower than the pupil mean rating. This is further evidence that, in this single study at least, teachers do not appear to be able to correctly infer the child's attitudes toward themselves and their school environment. Obviously, future program evaluations must continue to gather self-concept data directly from students; inferential teacher ratings will not suffice.



Figure E1.2

Item Pairs from Forms E and F

Teacher Items (E)

Pupil Items (F)

Ito	em No.	Iter	n No.
6.	His or her appearance	A.1	When you look in a mirror
1.	Being in school	B.1	Coming to school in the morning
4.	Reading	B.2	Reading aloud
3.	Arithmetic	B.4	Doing arithmetic
7.	Overall scholastic ability	B.5	Taking a test
2,	Being around teachers	c . 2	Being around my teachers
7.	Overall scholastic ability	c. 4	Teacher shows your work to class
5.	Home work	E.1	Doing home work

Note: Item 7 (Form E) was paired with two items, B.5 and C.4 on Form F.

Table E1.2

Correlations of Item-pairs from the Pupil Self-concept Inventory (F) and the Inferred Pupil Self-concept Rating by Teacher (E)

	· i	ì	· ·		<u>Mean</u>	;
	Item Pa	ira	<u>N</u>	Correlation	Difference	t-ratio
	A.1	6	27	,17	-0.03	.15
\$.	B.1	1	27	.14	•40	1.65
	B,2	4	26	-0.00	.88	3.05 *
Primary	B.4	3	26	.36	.00	.00
Level	B.5	ĺ	26	-0.18	-0.42	1.18
	C.2	2	26	-0.31	•53	1.97
	C.4	7	. 26	-0.18	-0.50	1.43
	E.1	5	25	-0.19 '	-0,16	.42
a a	A.1	6	25	-0.19	-0.68	2.65 *
	B.1	1	25	.18	-0.04	.17
	B.2	4	25	.34	.64	2.97 *
Intermediate	B.4	3	24	-0.27	-0.58	1.77
Level	B.5	7	25	-0.13	-0.56	1.73
· •	C.2	2	24	.05	-0.08	.31
i,	C.4	7	25	.15	-0.56	1.97
•	E.1	5	24	-0.32	-0.87	2,83 * 🗆
	A.1	6	10	-0,02	•00	•00
	B,1	1	12	.15	-0.16	1,41
	B.2	4	12	. 28	.33	1.07
Secondary	B.4	3	12	.25	-0.75	2.01
Level	B.5	7	· 12	.14	-0.25	.76
	C.2	2	12	-0.04	.00	•00
	C.4	7	12	.24	. 50	1.39
1	E.1	5	12	•00	-0.33	1.00

Note: A positive mean difference indicates the teacher ratings were more positive.

1.3 What are the changes in pupil academic performance?

This objective was viewed by the evaluators and also by the project staff to be of relatively greater importance than most other project objectives. For this reason, it was assessed through the use of many different instruments and procedures. This section will give the results of six separate measures of academic performance (see Forms G, H, I, J, K, and L in the appendix).

Teacher Rating of Pupil Academic Performance

In addition to collecting data on actual student achievement, it was felt that the teacher's perception of a student's progress was also an important dimension of the project's impact on teachers; thus a short rating instrument was designed to collect such information. This instrument (Form G) was administered on a pre-post basis. contains eight subject areas: (1) reading, (2) oral language, (3) written language, (4) arithmetic, (5) spelling, (6) handwriting, (7) science, and (8) social studies. Each teacher was asked to assess a student's ability in these areas at time of referral to the project and again at the end of the intervention period (end of school year). The ratings were made on a 4-point scale anchored to grade level standing. A student whose perceived performance was "more than 2 grades below" his current grade level was given a score of 1. A score of 2 was assigned a rating "below grade |level." A rating of "within grade level" received 3 points. And performance "above grade Level" merited 4 points on the scale.

Results

Primary Level, Grades 1-3

Teachers perceived written language performance as the weakest of the academic areas measured. Their average rating of 1.56 indicated average performance close to two years below grade level for the 16 children in this sample. Their highest rating was for oral language ability, which received an average rating of 2.47 at time of referral. This indicated that teachers viewed the children somewhat below grade level in this area but not too far below. All other pre-intervention ratings were between these two extremes, mostly hovering around 2.00, with the exception of reading which received a 1.64 mean rating. To summarize, then, most children were rated "below grade level" in most areas with the exception of written language and reading which approached two levels below, and oral language which was just slightly below grade level.

The post-intervention ratings showed positive changes on 3 items: reading, written language, and science; negative changes on 2 items: oral language and spelling; and no changes at all on 3 items: arithmetic, handwriting, and social studies. Only one of these changes was statistically significant at the .05 level, and that was in a negative direction. Oral language was rated as significantly poorer on the post-intervention scores. It should be noted that this item had the lowest pre-post correlation, indicating that it is probably less reliably measured than most performance areas. Thus, this significant negative change should probably not receive much emphasis.





Table Gl.3a

Pre- Post-Intervention Changes in Teachers' Perceptions
of Primary Pupils' Academic Behavior

T+on	1.7	Pre-T		Post-		<u>Mean</u> Difference	Correlation	t-ratio
Item	<u>N</u>	<u>Mean</u>	SD	Mean	<u>SD</u>	Difference	COLLETACION	O-1 GOTO
Reading	17	1.64	.70	1.76	_* 75	-0.11	•77	1,00
Oral Language	17	2.47	•79	2,00	.61	.47	.38	2.42 *
Written Language	16	1,56	.62	1,62	.71	-0.06	.79	.56
Arithmetic	17	2.11	.69	2.11	.69	•00	.48	.00
Spelling	17	1.88	.60	1.82	.80	.05	.72	.43
Handwriting	16	2.06	.68	2,06	•77	.00	. 75	•00
Science	16	2,12	.71	2.18	.65	-0.06	.51	.36
Social Studies	16	2.18	. 75	2.18	.65	.00	, 60	.00

Intermediate Level, Grades 4-6:

It is interesting to note (Table G1.3b) that on all measures teachers' ratings of intermediate pupils averaged about on-half point lower than for primary pupils. This would seem to agree with past research which has shown that LD children tend to fall further behind their classmates at each succeeding level. These pre-intervention ratings, which average between 1.26 and 1.80, reflect teacher perceptions of pupil performances which is generally close to two or more years below grade level.

The post test data indicated perceived positive changes on seven of the eight items. Only spelling changed in a negative direction, and then only very slightly. One of the positive changes, arithmetic, was significant at the .05 level; and two other changes, reading and written language, approached statistical significance.



Table Gl.3b

Pre- Post-Intervention Changes in Teachers' Perceptions
of Intermediate Pupils' Academic Behavior

Item	<u>N</u>	Pre-T Mean	est SD	Post-1	<u>SD</u>	<u>Mean</u> Difference	Correlation	t-ratio
Reading	26	1.30	.54	1.46	•50	-0.15	.61	1.69
Oral Language	25	1.80	.81	2.00	. 86	- 0.20 .	.23	.96
Written Language	26	1.26	.45	1.38	.49	-0.11	.76	1.80
Arithmetic	26	1.46	. 58	1.76	.71	-0.30	.55	2.54 *
Spelling	25	1.36	.56	1.32	.47	.04	.63	.43
Handwriting	26	1.53	.64	1.69	.73	-0.15	.27	.94
Science	24	1.66	.70	1.75	•73 •	-0.08	.42	.52
Social Studies	24	1.58	.65	1.70	•75	-0.12	.36	.76

Secondary Level, Grades 7-12

The pre-intervention ratings for secondary pupils (Table G1.3c) show further reductions in relative performance for math, handwriting, science, and social studies. These four items, in fact, are seen as the poorest academic areas for the students in the sample. Average ratings on these items and on most others reflect general academic performance more than two grade levels below the norm for these children.

Post test data showed relative gains on only one performance area, handwriting. This improvement, represented by a mean increase from 1.20 to 1.70, was statistically significant beyond the .05 level. Five other items showed shome change from pre- to post-measurement, but all were in a negative direction. Reading, oral language, written language, arithmetic, and spelling all showed slight decrements in relative performance. The science and social studies items showed no mean changes.



Table Gl.3c

Pre- Post-Intervention Changes in Teachers' Perceptions
of Secondary Pupils' Academic Behavior

<u>Item</u>	Ň	<u>Pre-T</u> Mean	est SD	Post-7 Mean	<u>SD</u>	<u>Mean</u> Difference	Correlation	t-ratio
Reading	11	1.45	 •93	1.18	. 40	.27	.81	1.39
Oral Language	11 .	1,81	.98	1.45	. 68	. 36	.43	1.30
Written Language	11	1.27	. 64	1.09	•30	.18	.88	1.49
Arithmetic	11	1.18	.40	1.00	.00	.18		1.49
Spelling	11	1.27	.90	1,18	•40	.09	.67	.43
Handwriting	10	1.20	.63	1.70	.48	-0.50	.21	2.23 *
Science	9	1,11	•33	1.11	•33	.00	1.00	.00
Social Studies	9	1.11	•33	1.11	•33	.00	-0.12	•00

Summary

Systematic changes in pupil performance were not perceived by teachers in the three school levels. In general, teachers perceived initial student performance considerably below grade level, and this relative measure worsened as children progressed through the grades. The significant changes which did occur were not consistent across grade levels and were not always in a positive direction. The intermediate level children were somewhat mixed, and secondary children, with the exception of handwriting, regressed further in perceived grade level standing. Pre-post correlations indicated that reading, written language, arithmetic, and spelling skills were measured consistently by teachers. These coefficients ranged from .48 to .88 across all grade levels. Thus, it is probable that the small number of significant changes noted in the data was not primarily due to the unreliability of the measurement procedure.

Work Samples (H)

A random selection of work samples was analyzed by the project evaluators following the conclusion of the school year. Forty-four separate samples were selected for the analysis. All of the samples, except one, were in the arithmetic and reading areas. Our inspection of the samples revealed that their utility as an evaluation device was very limited. They were structured tasks, requiring prescribed responses, but the complexity and size of assignment varied greatly from pre- to post-intervention. Teacher evaluations of the work samples were not very systematic and were only made infrequently. Therefore, we had a great deal of difficulty in defining any meaningful improvement index for the data presented. The use of work samples for both feedback in instruction and as evaluation instruments in the Title VI-G project was not well enough defined to produce any meaningful data. The major conclusion that can be made based upon the data in the work samples is that much more structure is needed to make them worthwhile evaluation devices. Also, the project staff indicated that work samples should be formative measurement devices and should be required at least once every two weeks to serve as feedback both to the referring teacher and the consulting project staff member.



Wide Range Achievement Test: Reading, Math, and Spelling

Insert Table II. 1. 3a

The results of the pre-post WRAT achievement test scores for primary students are presented in Table I. 1. 3a. All of the increases for reading, arithmetic, and spelling were significant. The primary students were involved in the project for an average of 6 and one-third months. Their progress during this time was 6.2 months in reading, 7.6 months in spelling, and 6.2 months in arithmetic. This indicates that while in contact with the project interventions, the students gained at least one month achievemet for one month of instruction. This result is a favorable one in light of the student's lower rate of achievement prior to the project. The correlations between pre- and post scores were all significant indicating that the changes observed were consistant across this group.

Insert Table II. 1. 3b

The pre-post WRAT achievement test scores are presented for intermediate students in Table I. 1. 3b. All of the improvements for reading, spelling, and math were significant. The intermediate students were involved with the project for a period of 7 months. Their progress during this time was 7.2 months in reading, 9.3 months in arithmetic, and 4.1 months in spelling. Their gains while in contact with the project were



Table II.3a
N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Wide Range Achievement Tests
for the Primary Students

Item	<u>N</u>	Pre-I Mean	<u>'est</u> SD	Post-1	<u>Test</u> <u>SD</u>	<u>Mean</u> Difference	Correlation	<u>Critical</u> <u>Ratio</u>
Reading Grade	26	1.71	•95	2,33	1.07	-0-62	.79	4.88 **
Spelling Grade	26	1.38	1.15	2.13	•91	-0.75	.56	3.92 **
Arithmetic Grade	26	2.00	1.07	2.61	1.01	-0.61	.75	4.28 **
Day of Administration	26	50.53	49.15	174.88	4,76	-115,34	-0.54	11.33

KEY:

^{* =} indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table II.3b

N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Wide Range Achievement

Tests for Intermediate Students

	<u>Item</u>	N	Pre-Te Mean	et SD	Post-T Mean	est SD	<u>Mean</u> Difference	Correlation	Critical Ratio
	Reading Grade Level	26	2.28	•90	3.00	1.21	-0.72	.89	6.48 **
Andrews Andr	Spelling Grade Level	26	2.00	•57	2.41	.84	-0.41	.78	4.01 **
(* old se rese	Arithmetic Grade Level	25	2,85	.83	3.78	. 85	-0.93	.55	5.84 **
	Day of Administration	26	41.30	30.3 6	172,11	1.63	-130.80	-0.08	21.83

KAY: * = indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table II.3c
N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Wide Range Achievement
Tests for Junior High-High School Students

<u>Item</u>	<u>N</u>	Pre-Tes Mean	t SD	Post-T Mean	est SD	Mean Difference	Correlation	<u>Critical</u> <u>Ratio</u>
Reading Grade Level	23	4.28	2.04	4.53	1,81	-0.24	.81	•99
Spelling Grade Level	21	3.39	1.01	3. 85	1.03	-0.46	•77	2.84 **
Arithmetic Grade Level	17	4.39	1,28	4.71	1,03	-0.31	•79	1.66
Day of Administration	24	100.58	55.12	169.37	4,44	-68.79	.31	6 . 25

KEY: * = indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

over one-month achievement for one-month of instruction for both reading and arithmetic. In these two areas student achievement rate was above that observed prior to project intervention. The inter-test correlations were significant indicating the changes observed were consistent across the group.

Insert Table I.1.3c

The pre-post WRAT achievement test scores for the junior high and high school students are presented in Table I.1.3c. The spelling grade level change was the only significant increase observed for the student group. The junior high-high school students were in contact with the project for 3 and two-thirds months. Their progress during that time was 2.4 months in reading, 4.6 months in spelling, and 3.1 months in arithmetic. Their rate of change approached or exceeded one-month gain for one-month instruction for both the spelling and arithmetic scores. The rate in these areas of achievement was well above the student achievement rate prior to the project. The pre- and post-achievement test scores were highly correlated indicating that the changes observed in all areas were consistent across students.

Summary

The WRAT scores improved significantly for 7 out of 9 variables measured pre-post across the student groups. The achievement gain ratio was equal to or exceeded one month's achievement for one month's instruction for 7 of 9 variables as well. All pre-post measures were significantly correlated indicating that when changes occured they were consistent across the student groups. Both the primary and intermediate groups made the largest gains overall but they also were 327

involved with the project for a much longer time (3 and two-thirds months vs. 6 months). As all of the pupils involved with the project were to some degree below grade level their increased achievement per-month was a favorable outcome. Both the intermediate and junior-nigh school students were still well below grade level expectancies at the end of the program. This is not the fault of the project but indicates that more time must be allocated for intervention in order to close such a large achievement gap. It is also possible that catching up with peers may be an unrealistic goal for all students. Instead we might work towards mastery of survival academic skills.

Rated Assessment: Reading and Math

Introduction

The rated assessment tasks in reading and math were administered pre- and post- project intervention. Rate of response was determined by dividing the number of correct and error responses separately, by the number of minutes taken to complete the task. A correct and error rate per-minute is presented in the table for each of the tasks. Every table includes information as to the specific tasks assessed by level, sample size, pre- and post- mean correct rate, pre- and post-mean error rate, pre- and post-standard deviations, correlations between the pre- and post-measures, the mean difference between the pre- and post-measures, the critical ratio, significance level of the change, the percentage of correct responses, and the accuracy ratio.

The discussion of the data reviews the significant or nearly significant shifts in the data. All the data were analyzed to determine if a mastery level had been achieved. Mastery levels are rates of correct and error response that indicate a student has achieved proficiency in a specific skill area. When mastery is reached no further training is necessary. Tables of mastery levels are provided in the Appendix. The mean correct and error values for each skill were compared to the mastery level prescribed on the tables.

The accuracy ratios are also presented in order to provide information as to the relation between correct and error rates. Accuracy ratios are calculated by dividing the larger of the rates by the smaller of the rates. The percentage of accuracy is then determined by dividing the correct rate-minute by the total number of responses



made per-minute (correct rate + error rate). For example, if the correct rate is 2/minute and the error rate is 1/minute accuracy ratio would be 2/1 = 2 and the percentage of accuracy would be 2/3 or 66 2/3%. If the correct rate is larger, then the accuracy ratio assumes a times function which is denoted by an X (in our example, we would have a 2X). If the error rate is larger, then the accuracy ratio assumed a divide-by function which is denoted by an *. (If errors were 2/minute and correct rate was 1/minute the accuracy ratio would be * 2).

In the discussions which follow, results from the rated assessment of oral reading using a form of the Gilmore Oral Reading Test (see Form L in the Appendix) are incorporated under the overall results for reading achievement, objective Jl.3 immediately following.

Rated Assessment - Reading (Form J)

Insert Table J1.3a (Part One & Part Two, Pg. 51-52)

The results of the pre-post rated assessments of oral reading skills for the primary students are presented in Table J1.3a (Part One & Part Two). Significant increase in the correct rate was obtained for alphabet recognition. Decreases in the error rates were significant for reading 4-letter-mixed-medial vowel words and dolch sight words. The decrease in error rate for 5-letter-mixed-medial-vowel words also approached significance. There were highly significant correlations between correct rate measures (pre-post) indicating that the changes observed in this variable were consistent across the treatment group. Error rate correlations were also high for the area in which a significant change was observed, again indicating a consistency of change in



this area across the treatment group. None of the specific skills were at a mastery rate. Accuracy ratios and percentage of accuracy improved for 6 or 7 variables assessed. This indicates that students improved in accuracy of response as well as speed of response. The oral reading level of the primary group overall was at the 2.1 grade level. Their oral reading rate at this level was only 32 correct - 9 errors / minute. These levels indicate that a great deal of remediation remains to be done in all of the reading areas. Proficiency has not been reached in any of the reading subskills nor in reading in context.

Insert Table Jl. 3b (Part one & Part Two, Pg. 54)

The data from the pre-post assessments of oral reading skills for intermediate students is presented in Table J1.3b (Part One & Part Two). Significant increases in correct rates were obtained for all reading subskill areas including alphabet reading, 3-, 4-, and 5-letter-mixed-medial-vowel words. A significant reduction in the error rate of 3-letter-mixed-vowel words was also obtained. All the correct rate results were significantly correlated from pre to post. The correlation for the pre-post error rate results was also high in the area in which a significant change was observed. This decrease was also consistent across the treatment group as well. None of the specific subskills were at a mastery rate. Both the accuracy ratio and the percentage of accuracy improved for all six variables assessed. Therefore improvements in accuracy accompanied increases in rate for all of the reading areas.



N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Rated Assessments in Reading for Primary Students

	e de la composition della comp	<u> Pre-Test</u>	Post	-Test	<u>Mean</u>		Critical
<u>Item</u>	<u>N</u>	Mean SD	Mean	SD	Difference	<u>Correlation</u>	Ratio
Alphabet Recognition	C 24 E 24	48.41 23.8 3.58 2.6			-7.1 5	.90 .59	3.25 ** 1.17
3-Letter Mixes- Medial Vowel Words	C 19 E 19	10.68 16.2 7.15 4.1	=		-0.36 1.94	.94 .21	.28 1.70
4-Letter Mixed- Medial Vowel Words	C 9 E 9	11.44 18.1 6.77 3.7	4 9.77	8.77	1.66 3.55	.87 - 0.02	.44 2.54 *
5-Letter Mixed- Medial Vowel Words	C 5 E 5	12.20 12.7 11.20 7.5			-3.20 6.20	.92 .71	1.35 2.28
Dolch Words List	C 23 E 23	39.00 26.6 7.21 5.9			- 5 . 69 3 . 30	.62 .41	1.22 2.91 **
Oral Reading in Context	G 22 C 22 E 22	2.04 1.3 26.68 24.7 8.18 4.4	7 32.59	22.28	-0.09 -5.90 .68	.91 .78 .46	.69 1.75 .73

KAY: C = correct reate/minute

E = error rate/minute

G = grade level

^{* =} indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table J1.3a (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated
Assessments in Reading of Primary Students

	Pre-Test	en de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la co	Post-Test			
<u>Variable</u>	Accuracy Ratio	Percentage of Accuracy	Accuracy Ratio	Percentage of Accuracy		
Alphabet Recognition	1 13.8	93	X18.5	95		
3- Letter Mixed-Medial Vowel Words	n. 5	60	X2.13	68		
4- Letter Mixed-Mdeial Vowel Words	хт.7	63	x3.04	75		
5-Letter Mixed-Medial Vowel Words	N. 1	52	x3. 08	75		
Dolch Words	x5.4	84	X11.43	92		
Oral Reading Rate	X3.3	77	X4.35	81		

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The oral reading level for the intermediate group was at the 2.4 grade level. Their oral reading rate at this level was 53 correct - 77.7 errors / minute. These levels are well below the grade level expectancies for these students. The rates on the specific reading subskills and the reading-in-context rate both indicate remediation must be continued.

Insert Table Jl.3c (Part One & Part Two, Pg. 56,57)

The pre-post rated assessment data for the junior high-high school students in presented in Table Jl.3c (Part One & Part Two). There were significant increases in the correct rate for 3 and 5 letter-mixedmedial-vowel words, and words read in context. The correct rate increase for 4 letter-mixed-medial vowel words and words read in context also were very close to being significant. The pre-post correlations for all phonic subskills were significant. Therefore, the changes observed were consistent across all members of the group. Accuracy ratios and percentages of accuracy improved for 5 of 6 variables assessed. In almost all cases improvements in speed of response was associated with improvements in accuracy. The oral reading level for the junior high-high school group was the 4.4 grade level. At this level their oral reading rate was 83 words correct - 4.5 errors/minute. The oral reading rate obtained by this group approaches a mastery level (100 words correct -0-1 errors/minute) for words read in context. Other reading subskills were below a mastery rate.

Table Jl.7b (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Rated Assessment of Reading
for Intermediate Students

	Item	<u>N</u>	Pre-Te Mean	st SD	<u>Post-T</u> Mean	est SD	<u>Mean</u> Difference	Correlation	Critical Ratio
	Alphabet Recognition	C 25 E 25	69.80 3.40	16.41 5.35	76.04 1.56	17.33 1.52	-6.34 1.84	.69 .16	2.35 * 1.73
	3-Letter Mixed- Medial Vowel Words	C 25	19.64	13.75	24.04	14.79	-4.40	.92	3 . 85 **
* # # .;	4-Letter Mixed- Medial Vowel Words	C 21 E 21	14.38 9.42	13.09 6.62	17.95 7.90	12.79 8.09	-3.57 1.52	•90 •49	2.94 ** •93
Ţ	5-Letter Mixed- Medial Vowel Words	C 15 E 15	11.66 6.46	10.62 4.85	17.66 4.66	15.23 2.89	-6.00 1.80	.93 .60	3.51 ** 1.80
	Dolch Words List	C 25 E 25	49.24 7.12	23.15 5.73	52.88 6. <u>3</u> 2	25.50 5.11	- 3.64 .80	.72 .18	1.00 •57
	Oral Reading in Context	G 26 C 26 E 25	2.38 51.00 7.00	.89 27.72 6.29	2.46 53.61 7.68	.81 29.20 5.58	-0.07 -2.61 -0.68	•95 •88 •25	1.44 •95 .46

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KEY: C =

C = correct rate/minute

E = error rate/minute

G = grade level

^{* =} indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table Jl.3b (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated
Assessments in Reading of Intermediate Students

	<u>Variable</u>	Pre-Tes Accuracy Ratio	Percentage of Accuracy	Post-Tes Accuracy Ratio	Percentage of Accuracy
	Alphabet Recognition	X20.5	95	x48.74	98
	3-Letter Mixed-Medial Vowel Words	X2.0	67	х3.38	77
	40 Letter Mixed-Medial Vowel Words	x1. 5	60	X2.27	69
55	5-Letter Mixed-Medial Vowel Words	8. IX	64	x3.7 9	79
	Dolch Words	х6.9	87	x8.37	89
	Oral Reading Rate	X7.3	88	x6.98	87

Table Jl.3c (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Rated Assessments in Reading for Junior High-High School Students

<u>Item</u>	<u>N</u>	Pre-Test Mean	SD	<u>Post-Test</u> <u>Mean</u>	SD	Mean Difference	Correlation	<u>Critical</u> <u>Ratio</u>
Alphabet Recognition	C 21 E 21	86.14 2.52	20.03	81.85 1.09	18.06 1.99	-1.71 1.42	.92 .57	1.03 3.29 **
3-Letter Mixed- Medial Vowel Words	C 27 E 27	30.51 12.85	20.19 6.52	35.25 8.07	18.01 5.60	-4.74 4.77	.94 .56	3.56 ** 4.32 **
4-Letter Mixed- Medial Vowel Words	C 26 E 26	30.42 13.26	21.05 6.74	33.65 10.15	21.52 6.29	-3.23 3.11	.90 .42	1.77 2.26 *
5-Letter Mixed- Medial Vowel Words	C 22 E 22	22.04 14.54	14.74 7.76	27.50 11.00	16.78 6.53	- 5.45 3.54	.95 .59	4.78 ** 2.54 **
Dolch Words List	C 27 E 27	75.18 4.51	19.63 4.96	73.14 5.11	24.38 15.61	2.03 -0.59	•55 •0•07	.49 .18
Oral Reading in Context	G 24 C 25 E 25	4.33 74.20 6.76	2.05 31.18 3.83	4.37 81.96 4.48	2.08 30.74 3.59	-0.04 -7.76 2.28	.99 .78 -0.05	1.00 1.92 2.11

KEY: C = correct rate/minute

E = error rate/minute

G = grade level

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^{* =} indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table Jl.3c (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated Assessments in Reading of Junior High-High School Students

	Pre-Te	<u>st</u>	Post-Test			
<u>Variable</u>	Accuracy Ratio	Percentage of Accuracy	Accuracy Ratio	Percentage of Accuracy		
Alphabet Recognition	X34.13	97,	X80.20	99		
3-Letter Mixed-Medial Vowel Words	x2.37	70	X4.32	81		
4-Letter Mixed-Medial Vowel Words	X2.29	70	X3.31	77		
5-letter Mixed-Medial Vowel Words	XI.52	50	X2.50	71		
Dolch Words	X16.64	94	X14.31	93		
Oral Reading Rate	x10.98	92	x18.29	95		

Summary

The results show that significant changes were found for 15 of the 27 measures of oral reading subskill across the treatment groups. Accuracy ratios and the percentages of accuracy improved for 17 of 18 variables assessed. This indicates that the students improved in both their speed and accuracy of responding. They read both more rapidly and made fewer errors proportionately.

The intermediate and junior high-high school students' data produced a majority of these changes. This could indicate that the reading approaches presented by the project staff are more effective with older and more retarded readers but regression towards the main could also be used to explain the results. As the older students were more regressed from their respective mean groups, larger changes could be expected from the older group as well.

The average scores obtained on all of the measures as all of the groups were below mastery levels. Mastery levels indicate when training is no longer needed and are defined by a combination of correct and error rates (Alper, 1973; 1974). Their oral reading levels were also well below expectency for all of the groups. Remediation procedures should be continued for a majority of students involved in this program.





Rated Assessment - Math (Form K)

Insert Table Kl. 3a (Part One & Part Two, Pg. 60,61)

The results of the pre-post rated math assessment of primary students are presented in Table Kl.3a (Part One & Part Two.) Correct rate increases were significant for number reading 0-100, counting sets of dots 0-9, and subtraction remainders 1-18. There were no significant decreases in error rates, but reductions in errors did occur in 7 of the 8 variables assessed. The correlations between pre-post correct rate data were significant for 6 of 8 areas. The changes observed in the correct rates were, therefore, fairly consistent across the treatment groups. Accuracy ratios and the percentages of accuracy increased in 7 of 8 cases. This indicates that students improved in speed of response as well as accuracy of response for a large majority of the variables. In no case did the average correct-error rate obtained for any of the variable approach a mastery level. Training in all variables should therefore, be continued for a majority of the members of the group.

Insert Table Kl.3b (Part One & Part Two, Pg. 62,63)

Table K1.3b (Part One & Part Two) presents the results of the pre-post rated assessments of math skills for intermediate students. There were significant increases in the correct rates for number reading 0-100, double-digit addition with carrying, and double-digit subtraction with borrowing. None of the incorrect rates showed a significant increase or decrease. The correlations between pre- and



Table Kl. Ja (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and
Critical Ratios of Pre-Post Rates Assessments in Math

for Primary Students

	<u>Item</u>	<u>N</u>	Pre-Te Mean	st SD	<u>Post-T</u> <u>Mean</u>	est SD	<u>Mean</u> Difference	Correlation	Critical Ratio	
	Oral Counting 0-20	C 25 E 25	48.16 6.56	21.60 8.30	49.96	22.81 4.68	-1.80 .36	.83 .74	.70 1.18	
,	Oral Counting 1-100	C 22	28.59	14.13	33.40	13.83	-4.81	. 86	3,07 **	
	Counting Sets 0-9	C 25 E 25	19.76 .92	7.16 2.08	23.40 .24	7.04 .83	-3. 64 .68	.79 .10	3.97 ** 1.57	
	Addition Sums	C 24 E 24	9.25 3.54	7.64 5.42	10.16 2.58	7.60 3.78	-0.91 .95	•77 •07	.86 .73	
	Double Digit Addition- Carrying	C 11 E 11	9.09 3.54	7.02 6.25	9.63 2.45	7.90 3.61	-0.54 1.09	•39 •11	.21 .52	
	Subtraction Remainders 1-18	C 22 E 22	6.27 5.72	4.07 8.82	7.40 3.72	4.51 6.32	-1.13 2.00	.83 .81	2.13 * 1.82	
	Double Digit Subtraction- Borrowing	C 8 E 8	1,87 3 . 50	2.74 6.11	3.25 2.37	2.96 3.06	-1.37 1.12	.61 .36	1.55 .55	
	Single Digit Multiplication	C 5	7.20 2.60	3.19 3.97	8.20 11.40	4.38 18.39	-1.00 -8.80	.10 .31	.43 1.12	

KEY: C = correct rate/minute

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E = error rate/minute

^{* =} indicates a statistically significant difference = .05

^{** =} indicates a statistically significant difference = .01

Table Kl.3a (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated Assessments on Math of Primary Students

	Pre-Te		Post-Te			
	Accuracy Ratio	Percentage of	Accuracy Ratio	Percentage of		
Oral Counting O-20	x 6.9	88	х9.6	91		
Oral Counting 1-100	X7.3	88	х9.3	91 ,		
Counting Sets	X21.9	86	X97.5	99		
Addition Sums 1-18	X 2.6	72	X3.94	80		
Double Digit Addition- Carrying	x2.6	72	X3.93	80		
Subtraction Remainders	X1.1	52	X1.99	66		
Double Digit Subtraction Borrowing	X1.9	38	X1.44	54		
Multiplication	X2.8	73	: 1.39	42		

Table Kl.3b (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Rated Assessments in Math for Junior High-High School Students

A MARIE SE A COMPANIA DE LA COMPANIA DEL COMPANIA DEL COMPANIA DE LA COMPANIA DE LA COMPANIA DEL			Pre-Test		Post-Test		<u>Mean</u>	· · · · · · · · · · · · · · · · · · ·	Critical	
	Item	N	Mean	SD	Mean	SD	Difference	Correlation	Ratio	
	Addition Sums	C 6 E 6	27.83 .66	13.30 .81	29.83 .66	14.10	-2.00	.80 .87	•57 •00	
	Double Digit Addition- Carrying	C 6 E 6	19.16 .66	7.16 1.03	24.33 1.00	11.14	-5. 16 -0. 33	.7 ⁴ .61	1.67 •79	
1.	Subtraction Remainders- 1-18	C 6 E 6	12.00 1.83	5.47 1.16	20.16 3.16	9.84 3.06	-8.16 -1.33	.93 .62	3.91 * 1.30	**
	Double Digit Subtraction- Borrowing	C 5 E 5	7.60 2.80	6.87 4.38	11.80 2.40	7.82 3.57	-4.20 .40	.77 .61	1.87 .25	
	Single Digit Multiplication	C 5	21.40 2.20	9.78 2.28	20.00 2.20	9.05 1.64	1.40	.89 .85	.70 .00	
	Double Digit Multiplication	C 4 E 4	8.00	1.63 2.30	13.75 3.00	5.61 3.55	-5.75 -1.00	.79 .81	2.59 * .92	
	Single Digit Division	C 4 E 4	19.00 2.25	12.72 3.30	19.25 2.75	8.73 1.70	-0.2 5	.85 .72	.07 .42	
	Double Digit Division	C 2 E 2	7.00 1.00	4.24 1.41	11.00	9.89 1.41	-4.00 .00	1.00 1.00	1.00 2.00	

KEY: = C = correct rate/minute

E = error rate/minute

^{** =} indicates a statistically significant difference = .01



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^{* =} indicates a statistically significant difference = .05

Table Kl.3b (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated Assessments on Math of Intermediate Students

grifte fask Kanganian Santa Kanganian Santa	Pre-T		Pos	it-Test
filmula (1905) Alberta (1905) Filmula (1905) Alberta (1905)	Accuracy Ratio	Percentage of	Accuracy Ratio	Percentage of
And the second s		Accuracy		Accuracy
Oral Counting	e e e e e e e e e e e e e e e e e e e	•	e e e e	
0-20	xi9.9	95	X22.95	96
Oral Counting			;	•
1-100	X18.4	95	X22.81	96
Addition Sums			e i	
175 1-18 5 Alaman 1961	x682.7	99.8	X74.25	99
Double Digit Addition-	V2 (-0		
Carrying	x3.6	78	X13.03	93
Subtraction Remainders	x8.2	. 89	ith an	
da errel #-	AU 12	. 69	X4.12	80
Double Digit Subtraction Borrowing	X2.0	67	X2.26	69
Single Digit		٠.	Λ ⊆ • CV	09
Multiplication	x8.o	89	х6.62	87
Double Digit			******	. 0,1
Multiplication	8. IX	64	x2,48	. 71
Single Digit Division	Х3.7	79	X3.7	79
Double Digit Division	: 3.3	23		,
	18°8	~/	‡1. 08	48

post-rates were significant on 8 of 11 cases. This indicates that the effects of the interventions were homogenius across the treatment group. Accuracy ratios and the percentage of accuracy improved for 6 of 11 variables. Therefore, for the intermediate group an increase in speed of response was not always accompanied by an increase in accuracy. The average rates obtained by the intermediate students were below mastery levels for all skills. Further remediation would therefore be necessary for a majority of the members of this group on all of the variables assessed.

Insert Table Kl.3c (Part One & Part Two, Pg. 65-67)

The data from the pre-post rated assessments of math skills for junior high and high school students is presented in Table Kl.3c (Part One & Part Two). There were significant increases in the correct rate for subtraction remainders 1-18 and multiplication with carrying. Subtraction with borrowing was also close to being significantly higher in correct rate. There were no significant differences in error rates. The correlations between pre- and post-test rates were all significantly high. The correct rate increases were, therefore, consistent across the student group. Accuracy ratios and the percentage of accuracy remained the same or increased for 4 of 8 variables. The increases in speed observed were again not always followed by increased accuracy for this group as a whole. The average rates obtained by the junior high-high school students were at, or close to, mastery for single digit addition with carrying. All of the other variables were below mastery levels for the specific skills. Training on all basic computational skills besides addition should therefore be continued for a majority of the 355 students in this group.

Table Kl.3c (Part One)

N's, Means, Standard Deviations, Correlations, Difference Scores and Critical Ratios of Pre-Post Rated Assessments in Math for Intermediate Students

<u>Item</u>	N	Pre-Te Mean	est SD	Post-T Mean	est SD	<u>Mean</u> Difference	Correlation	Critical Ratio
Oral Counting	C 23	69.65	16.59	70.39	18.42	-0.73	.74	.28
0-20	E 22	3.50	3.59	3.13	3.91	.36	.24	.36
Oral Counting	C 24	44.25	18.04	48.58	15.70	-4.33	.82	2.05 *
1-100	E 24	2.41	2.12	2.12	2.54	.29	.44	•57
Counting Sets	C 23	27.34	6.44	28 . 95	9.40	-1.60	.46	.89
0-9	E 23	.04	.20	•39	1.11	-0.34	-0.07	1.44
Addition Sums	C 24	18.16	15.11	19.00	10.56	-0.83	.69	.37
	E 24	.83	.91	1.45	2.46	-0.62	- 0.00	1.16
Double Digit Addition- Carrying	C 22 E 22	7.77 2.18	7.54 3.37	12.09 1.22	8.78 2.50	-4.31 .95	.73 .15	3.31 *, 1.15
Subtraction- Remainders 1-18	C 21 E 21	12.19 1.47	10.85 2.18	11.76 2.85	8,42 5,15	.42 -1.38	.74 .17	,26 1,21
Double Digit Subtraction- Borrowing	C 14 E 14	3.57 1.78	4.97 2.72	6.28 2.78	5.62 4.97	-2.71 -1.00	.69 .07	2.44 * .68
Single Digit	C 17	16.05	11.77	16.76	13.17	-0.70	.89	.49
Multiplication	E 17	2.05	3.91	2.52	3.39	-0.47	.80	.83
Double Digit	C 13	5.00	5.81	7.53	6.64	-2.53	.48	1.44
Multiplication	E 13	2.84	3.13	3.07	4.76	-0.23	.60	.21

		<u> Pre-Test</u>	Post-7	lest	Mean		Critical
<u>Iten</u>	N	Mean SD	Mean	SD	Difference	Correlation	Ratio
Single Digit	c 8	12.50 7.65	13.87	8.60	-1.37	.69	.61
Division	E 8	3.37 6.52	3.75	7.85	-0.37	.98	•57
Double Digit	C 7	1.57 2.14	3.71	3.86	-2.14	.04	1.30
Division	E 7	5.28 7.8 4	4.00	7.00	1.28	.87	.89

C = correct rate/minute KEY: E = error rate/minute

^{* =} indicates a statistically significant difference = .05
** = indicates a statistically significant difference = .01

Table Kl.3c (Part Two)

Accuracy Ratios and Percentages of Accuracy for the Rated Assessments on Math of Junior High-High School Students

	Pre-Tes	<u>9t</u>	Post-Te	<u>st</u>
Andrew Control of the	Accuracy Ratio	Percentage of Accuracy	Accuracy Ratio	Percentage of Accuracy
Addition Sums 1-18	X41.75	98	х44.75	98
Double Digit Addition- Carrying	x28.7 5	97	x24.33	95
Subtraction-Remainders	x6.55	87	x6.37	86
Double Digit Subtraction- Borrowing	X2.71	73	x4.92	83
Single Digit Multiplication	X9 . 92	91	x9.09	90
Double Digit Multiplication	X4.00	80	x4.58	, 82
Single Digit Division	х8,44	89	X7.00	88
Double Digit Division	X7.00°	88	X11.00	92

Summary

The rated math assessments provide evidence of significant changes in eight specific computational skills. All the significant changes were increases in the correct rate of performance. Error rates overall showed slight increases or slight decreases but there were no significant shifts. Accuracy ratios and percentages of accuracy increased or remained the same for 18 of 25 variables measured. In approximately two-thirds of the variables speed increases were accompanied by accuracy increases for the treatment group. When changes were observed they were consistent across the treatment groups. The specific areas of change were related to the grade levels assessed. Students in the primary grades changed in the more basic skill areas, while intermediate and junior high-high school students changed on the more complex skills. This outcome is probably due to a differential emphasis in the interventions attempted in upper grade levels. The infrequency of changes in error rates could be due to a restriction in the range of such scores. As errors approach zero they lost their sensitivity to the effects of remediation programs. Correct rates are more sensitive because they are less likely to approach their ceiling and therefore can reflect change over a longer period of time. As mastery levels were not attained on almost all the variables assessed, continued training would be required for a majority of the students. The rates obtained did increase by grade level but a majority of the group, at all grades, would benefit by further remediation in this area.



OBJECTIVE TWO

Development of EH teachers' skill in planning and implementing intervention for EH pupils and assisting other on-site staff in sharing the instructional responsibility.

2.1 Translate diagnostic information and pupil progress into specific long-range (monthly) and short-term (daily) instructional activities.

Three separate devices (Forms M. N. and O) were utilized as post-intervention measures for this objective. These forms are described in the Appendix. In the following section the data from each of the forms is presented separately. A summary section, highlighting the major overall findings, follows this discussion.

The data from the Competency Rating of Special Teachers are presented in Tables M2.la and M2.lb. This form was completed by the project staff as an evaluation for each of the special teachers who had a significant amount of contact with project personnel. Each item on the instrument covers a specific behavioral competency in pupil assessment, pupil instruction, and behavior management. The form is divided into two sections. The first section covers competencies in all the previously mentioned areas. The second section focuses on the special teacher's competency in formal and informal assessment for ten separate areas.

Items 1-17 (Section One) were rated on a separate three-point scale, unique for each item. In general a 1-rating indicated the teacher did not apply or did not know about the competency area, a 2-rating indicated the teacher had knowledge of and used the competency skill to a limited degree, and a 3-rating indicated the teacher was competent in the skill and utilized it to a high degree. Inspection



of the actual items is necessary, for each item, in order to determine the actual wordings used (see the Appendix). There were two separate ratings for the asssessment areas presented in items 19-27 (Section Two.) Each teacher was evaluated as to his ability in both formal and informal assessment for each area. A four-point scale was utilized for rating these items. The scale is presented in Table M2.1b.

Competency Rating of Special Teachers

Insert Table M2 .la

Inspection of Table M2.la indicates that the project staff's average ratings of the special teachers' competencies (for Section One) were quite high overall. The average ratings for 16 of 17 items were 2.5 and above. In 12 out of 17 items the average ratings were 2.75 and above. As the scale only has a top point of three, the ratings approached a high degree in knowledge of and utilization of the competencies for almost all of the areas. The only item that was below the 2.5 level was "use of behavioral objectives for each student" (mean = 2.25). The standard deviations for 14 of the 17 items were low. This indicates that there was a low spread in the ratings across the group of special teachers. The items with the largest amount of variability in ratings were those dealing with the use of behavioral objectives, utilization of reinforcement programs for social behavior problems, and the utilization of reinforcement programs for academic problems. The project staff found overall that the average special teacher had knowledge of and applied the specific competencies in assessment, instruction, and behavior management measured by the form.

Table M2.la

Means and Standard Deviations for Competency Ratings of
Special Teachers by Project Staff

Cor	mpetency	N	Post Ra Mean	ating SD
1.	Selection of diagnostic instruments to fit the childs' ability and/or disability area	10	2.80	.42
2.	Use of diagnostic tests results to generate individual pupil programs	9	2.88	•33
3.	Use of behavioral objectives for all areas for each student	8	2.25	.70
4.	Individualization of pupil objectives in terms of this pupils' strengths and weaknesses	8	2,62	.51
5.	Monitoring of pupil progress	8	2.75	.46
6.	Modification of instructional objectives based upon pupil progress	8	2.62	.51
7.	Uses a wide variety of instructional approaches for the individual student	·9	2.77	.44
8.	Uses a wide variety of instructional approaches for groups of students	. 7	2.85	•37
9.	Utilization of individual reinforcement programs for social behavior problems	,9	2.55	.72
10.	Utilization of individual reinforcement programs for academic problems	9 13	2.66	.70

			Post Rat	ing
Comp	etency	<u>N</u>	Mean	SD
11.	Involvement of the student in planning their own program	9	3.00	.00
12.	Utilization of other personnel in planning and instruction for students	10	2,80	.42
13.	Exhibit confidence in sharing ideas with other staff members pupils work with	9 ,	- 2:88	•33
14.	Responsiveness to new ideas	9	3.00	.00
15.	Identification of learning modalities	9	3.00	.00
16.	Ability to locate and utilize resource materials appropriate to class	9	2,88	•33
17.	Ability to locate and utilize resource personnel appropriate to class	9	2.88	.33

Summary

If the data derived were to serve as a needs assessment for future training, some tentative recommendations can be made. The special teachers do have the knowledge and ability to use a majority of those practices considered appropriate for education of the learn-disabled child. The greatest need in the future seems to be in the area of feedback and reinforcement for the teachers themselves. In order to move the ratings even higher and reduce the within-group variability even more, systematic application of feedback and reinforcement for use of their already good skills seems to be in order. Consultation should focus on what the teacher is already doing well and increasing their application of these approaches. Introduction of new and more varied skills might serve to weaken and confuse the teachers in those areas in which they already are receiving high ratings.

Insert Table M2.1b, Pg. 75

Table M2.1b presents the ratings of the special teachers by the project staff on specific competencies in formal and informal assessment. Again the overall ratings were quite high. None of the ratings was below 3 on a four-point scale. In the area of formal assessment devices the mean ratings for 9 or 10 items were 3.55 and above. On the informal assessment devices, the mean ratings were a.1 above 3.77.

5 of 20 rating categories had 4.0 mean ratings, the highest score possible on the scale used. The standard deviation for 16 of 20 items were also quite low. In 5 of 20 rating areas the standard deviation was zero. This indicates that there was low variability in these high ratings across the special teachers on a majority of the items.



The special teachers were systematically rated higher in competency and use for the informal techniques (19 of 20 cases). This is not a surprising outcome as teachers utilize informal techniques on a much more regular basis than formal instruments.

Table M2.1b

Means and Standard Deviations for Competency Rating of Assessment Skills of Special Teachers by Project Staff

				nstrument	Type	~ A	
Assessment	Area	<u>N</u>	Formal Mean	SD	N	Info Mean	rmal SD
18. Behav	ior	8	3.12	.64	9	3.77	.44
19. Audit	pry Perception	9	3.55	.72	9	3.7 7	. ,44
	l Perception	9	3.55	.72	9	3. 77	.44
21. Motor	Development	9	3.44	.72	9	3.77	.44
22. Langue	age	8	3.62	.51	8	3.87	.35
23. Memory		8	3. 50	•75	8	3.75	.46
24. Cognit	tion	7	4.00	.00	8	3.87	.35
25. Readir	e e e e e e e e e e e e e e e e e e e	9	3.88	.33	8	4.00	.00
26. Math	,	10	3 . 90 -	.31	.9	4.00	.00
27 Spelli	ng	10	4.00	.00	9	4.00	.00

RATING KEY:

- 1. Doesn't know of any informal or formal methods in this area.
- 2. Knows of a single informal or formal method but does not utilize.
- 3. Knows of a single informal or formal method and uses with basic competency.
- 4. Knows of a variety of methods and uses one or more with high proficiency.



Summary

These ratings indicate that the average special teacher served by the project has knowledge of and is able to apply at least one formal and informal assessment technique for all major areas of interest. The data provides evidence that many of the teachers are also able to apply more than one technique with a high degree of skill. Future training in assessment should therefore focus only very selectively on assessment procedures. A careful diagnosis of each teachers' needs prior to training would be necessary in order to avoid covering areas in which the teachers did not already have a high degree of knowledge and skill.



Special Teachers' Self-Rating

The special teachers completed forms N and O at the end of their years contact with the Title VI project personnel. The content and construction of these forms is described in the Appendix. Both of these instruments were designed to serve as self assessment devices. The ratings on these forms correspond with the ratings given by the project staff on form M (Competency Rating of Special or Regular Teachers). As similar areas are covered by these forms the correspondence of self-ratings with outside ratings can be determined. In the following discussion the data for each of the forms (N and O) are presented separately. A summary section presenting the correspondence between forms M. N. and O follows this presentation.

Trainee's Self-Rating of Competency (N)

Insert Table N2.1, Pg. 80

The mean ratings of competency by the special teachers were at or above the moderate skill level for 9 of 10 areas. The only item below this level was locating and utilizing resource personnel appropriate to your needs (it was close to moderate, as well). The standard deviations of the ratings for item 2, 3, 5, 6, 7, 8, 9, and 10 were all three-fourths of a point and above. This indicates there was a large amount of variability in ratings for the special teachers on these items. None of the mean ratings were at or close to the top of the scale. The special teachers therefore do not feel they are expert in any of the competency areas. They did receive their highest score on determining learning strengths and weaknesses through





formal and informal assessments. This item fell between moderate and strong on the scale.

Trainee's Self-Rating of Competency Change (0), Table 02.1, Pg. 82,83

The mean ratings for competency change by the special teachers fell between some and moderate change for 9 of 10 items. Their nighest perceived area of change was locating and utilizing materials appropriate to your needs. The standard deviations of the items was quite high overall. Therefore, some of the teachers rated their change as large and others rated their change as small. In no case did the mean ratings for the special teachers approach a high degree of change in any area.

Summary

The project staff rated the special teachers at higher levels overall than the self ratings would indicate. The project staffs' ratings were at or close to a competency level in all areas except the utilization of behavioral objectives and reinforcement programs. The special teachers' ratings were at a moderate level and were significantly below a strong skill on almost all items. The variability of the ratings was also higher for the self-ratings of the teachers than for the project staffs' ratings of teachers. The project staff perceived a greater degree of homogeneity within the group of teachers than they perceived themselves. The greatest areas of convergence was that of assessment skills. Both self and outside ratings indicated the special teachers were at or very close to a competency level in assessment skills. The greatest areas of divergence in the ratings were in the use of behavioral objectives and the use of reinforcement programs. The teachers saw this as a moderate skill area but the project staff rated the special teachers' as only being minimally





competent in their knowledge-application of these techniques.

The areas of agreement and disagreement in these ratings again point to the need for a careful needs assessment prior to the inception of any training program. The project staff can and does have different views of what the special teachers need in such training. In order to provide the greatest degree of overlap between services and needs a pre-assessment is required.



Item	<u>N</u>	<u>Mean</u>	<u>SD</u>
 Determining Learning Strengths, and Weaknesses Through Formal and Informal Assessments 	. 11	3.54	. 68
2. Identifying Learning Modalities for Each Student	11	3.18	•75
 Developing Realistic Academic Behavioral Objectives 	11	3.18	.87
4. Relating Student Instructional Programs to Assessment Information	11	3.18	. 60
5. Utilizing Effective Techniques for Behavior Management	11	3.27	1.00
6. Keeping Track of Student Progress	11	3.09	.94
7. Locating and Utilizing Resource Personnel Appropriate to Your Need		2.72	1.10
8. Locating and Utilizing Materials appropriate to Your Need	11	3.27	1.00
9. Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	11	3.00	.77

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RATING KEY: 1 - very little skill

2 - some skill

3 - moderate skill

4 - strong skill

Table 02.1
N's, Means, and Standard Deviations for the Special Teachers
Self-Rating of Competency Change

Ite	<u>.</u> <u></u>	<u>N</u>	Mean	SD
1.	Determining Learning Strengths, and Weaknesses Through Formal and Informal Assessments	14	2.47	. •93
æ.°2.	Identifying Learning Modalities for Each Student	13	2,23	1.10
3.	Developing Realistic Academic Behavioral Objectives	13	2.30	.44
4.	Relating Student Instructional Programs to Assessment Information	14	2.42	.64
5.	Utilizing Effective Techniques for Behavior Management	13	2,23	. 92
6.	Keeping Track of Student Progress	14	2.78	1.05
7.	Locating and Utilizing Resource Personnel Appropriate to Your Need	14	2.78	1.05
8.	Locating and Utilizing Materials Appropriate to Your Need	14	3 . 21 ·	1.05
9.	Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of Instruction	13	2,61	1.12

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Mean

SD

10. Developing the Sharing of
Responsibility with Other School
Personnel in Meeting the Needs
of Learning Disability Students

13

2.46

1,19

RATING KEY:

1 - very little change

2 - some change

3 - moderate change

4 - large change

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2.2 Organize space, time, materials, and type of instruction to the learning strengths of the pupils.

The Checklist of Intervention for Special Teachers

This instrument was administered post-intervention to all special teachers who had a significant amount of contact with the project. Each item on the checklist represented a specific approach to diagnosis, instructional planning, teaching technique, instructional material, behavior management technique, or a motivational approach. The teachers rated each item on the form utilizing the following scale:

- 1. That you used item prior to Title VI intervention.
- That the item is not appropriate to your teaching situation.
- 3. That you feel you need more help for competency in use.
- 4. That your understanding of item was furthered by Title VI and you will use.

The responses to each item were tallied and percentages of responses in each category were calculated. Table P2.2 presents the item descriptions, the sample sizes, the rating categories, and the percentages of ratings by category.

Insert Table P2.2, Pg. 85,86

The data in Table P2.2 were analyzed to determine the model response percentages for each item. When there were ties in the data no model response was computed for the item. The following discussion reports the results of this analysis.

Inspection of Table P2.2 intervention reveals that the model percentage for the greatest number of intervention items (n=15) was category



Table P2.2

Percentages of Ratings for Intervention Procedures
by Special Teachers

	o, special			Ratir	g -	Percent	•
Inte	rvention	N	1	2	3	4	5
1.	Behavior Management Techniques	13	62	0	23	15	0
2.	Academic Contracts	11	3 6	27	3 6	0	0
3.	Behavior Contracts	13	46	8	23	23	0
4.	Learning Centers	12	50	17	17	17	0
5.	Multi-Level Learning Materials	12	75	0	0	17	8
6.	Teacher Made Games	13	77	0	0	23	0
7.	Materials From the Resource Center	13	15	0	8	77	0
8.	Individualized Instruction	13	77	0	15	8	0
9.	Informal Diagnosis of Learning Styles	12	33	0	33	33	0
10.	Writing Academic and Behavioral Objectives	12	92	0	8	0	0
11.	Rated Assessment Forms	7	0	0	57	43	0
12,	Regular Staff as a Resource	11	45	9	18	27	0
13.	Self-Concept Inventory	12	25	0	25	50	0
14.	Techniques for Utilizing Work Samples	10	3 0	0	40	20	10
15.	Behavior Observation Techniques	12	42	0	33	25	0

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Inter	vention	N	1	Rating 2	- Pero	ent 4	5
16.	Anabell Markoff Inventory	8	38	25	13	25	0
17.	Language Masters	10	50	10	3 0	0	10
18.	Wide Range Achievement Test	13	46	0	23	8	23
19.	Gilmore Oral Reading Test	12	33	8	25	17	17
20.	Slingerland	10	3 0	10	40	10	10
21.	Developmental Learning Materials	11	73	0	27	0	0
22.	Task and Behavior Analysis	7	71	0	29	0	0

KEY RATING CATEGORIES:

- 1 That you used item prior to Title VI intervention.
- 2 That the item is not appropriate to your teaching situation.
- 3 That you feel you need more help for competency in use.
- 4 That your understanding of item was furthered by Title VI and you will use.
- 5 That you have mastered the item and are now using.

one. This indicates that the special teachers knew about a large involvement with the Title VI project staff. This is further supported by the fact that over 50% of the special teachers made such a response on 9 of 22 items.

The largest proportion of special teachers rated three of the other intervention items as being ones in which they felt more training was needed for competency in use (rated assessment forms, techniques for utilizing work samples, and Slingerland). There were only two interventions (materials for the resource center and self-concept inventory) for which the modal response indicated the special teachers felt their understanding was furthered by the Title VI project. It should also be noted that there were no items for which the modal response indicated that the special teachers felt Title VI had helped them to master a technique. Also, none of the modal responses indicated that the special teachers felt the approaches presented by the Title VI project were inappropriate to their teaching situation.

Summary

The largest percentage of special teachers rated 15 of 22 interventions as being previously known to them. There were only 3 of 22 interventions that their modal rating indicated as needing more training. In only 2 of the 22 cases did the modal response indicate that the special teachers felt Title VI had furthered their understanding of the interventions and that they would use it in the future. The special teachers did not find the approaches presented by the Title VI project irrelevant. These results are not surprising given the fact that many special teachers now have an extensive history of pre- and in-service training in special education approaches. They do indicate the importance of a pre-assessment



of the teachers needs prior to the in-service training or consultation.

Based on such a needs assessment, training can be tailored to those areas in which interest is highest and the need for help is the greatest. The data from Title VI project this year would indicate that the largest percentage of special teachers would like instructional help in the following areas:

- a. Rated Assessment Forms
- b. Techniques for utilizing work samples
- c. Slingerland Inventory
- d. Self-Concept Inventory
- e. Materials from resource center

Future work with the teachers in the current sample could focus in on these specific interventions. The result would be time more efficiently spent and higher percentages of teachers would rate the service as helping them to reach skill mastery in a new intervention, they find relevant to their classroom.

2.3 Mobilize other school staff in planning and implementing a coordinated instructional program for pupils served by various teachers.

Although a single interview schedule (Form Q) was intended for use in evaluating this objective, data pertinent to the programmatic goal of shared responsibility for LD children among a variety of staff types is available through forms N. O. and S, as well. In fact, this objective receives coverage in section 2.1 and 4.1 of this report; and, consequently, the reader is referred to those sections for additional findings.

It was our observation that the concept and implementation of shared responsibility for the instruction of disabled and handicapped pupils through the use of special and regular teachers, counselors, social workers, and school psychologists, received some attention by the project staff. However, because of the relatively few psychologists, counselors, and social workers who were affiliated with the project, we cannot state that a major effort in this direction was made. There was, of course, a great deal of evidence of cooperation between special and regular teachers. But, for the most part, any further involvement of other staff types was not achieved. Perhaps it is not wise to attempt a total coordination of all relevant staff until smooth procedures can be worked out between special and regular teachers. On the other hand, until psychologists and counselors modify their views concerning shared responsibility and mainstreaming of special students, changes in the instructional programs for these children will not proceed with great dispatch.

OBJECTIVE THREE

Development of regular teachers' skills in identification assessment, and instruction of pupils with learning disabilities.

- 3.1 Identify early indications of learning difficulties.
- 3.2 Use diagnostic information in planning an individual student program.
- 3.3 Select, and with monitored practice, administer informal assessment measures with due regard to each pupil's cultural and linguistic experiences.

There separate devices were utilized as post-intervention measures of these sub-objectives. These forms are described in the AppendiX (see forms M. N. and O). In the following section the data from each of the forms is presented separately. A summary section, highlighting the major overall findings, follows this discussion.

The data from the Competency Rating of Regular Teachers are presented in Tables M3.1a and M3.1b. This form was completed by the project staff as an evaluation for each of the regular teachers who had a significant amount of contact with project personnel. Each item on the instrument covers a specific behavioral competency in pupil assessment, pupil instruction, and behavior management. The form is divided into two sections. The first sections cover specific competencies in all the previously mentioned areas. The second section focuses on the regular teacher's competency in formal and informal assessment for ten separate areas.

Items 2-17 (Section One) were rated on separate three-point scales, unique for each item. In general a 1-rating indicated the teacher did not apply or did not know about the competency area, a 2-rating indicated the teacher had knowledge of and used the competency skill to a limited degree, and a 3-rating indicated the teacher was



Insert Table M3.la.

Competency Rating of Regular Teachers

Inspection of Table M3.la indicates that the project staffs' average rating of the regular teachers for section one competencies were only moderately high. In 15 out of 17 items the ratings fell between limited skill and a moderate degree of skill. Only two items, those dealing with the application of reinforcement programs for academic and social behavior had mean ratings below the limited skill level. The regular teachers' mean ratings on those items dealing with a sharing of the responsibility and locating resources for instruction of the learning disabled child were all close to a maximal level. The variability in ratings was moderately high. This provides evidence that the ratings were not uniform across the regular teachers' group (e.g., some had high ratings and others had low ratings).

Summary

The data from this table show there is still a need for more training in the assessment, instruction, and reinforcement areas for the regular class teacher. This is especially true in the area of contingency management for both academic and social areas. The utilization of behavioral objectives was also close to the limited skill level as well, and should require further training. In no case did the regular teachers competency levels equal that of the special teachers. It is probably unrealistic to expect no differences between a group untrained in special education and a group previously trained on such a competency scale. However, minimal levels of competency should be attained by the regular teachers in all areas if mainstreaming is to become effective. At present what these



Table M3.la

Means and Standard Deviations for Competency Ratings
of Regular Teachers by Project Staff

	en grande. Pografia		Post Ra	ting
Con	petency	N	Mean	<u>SD</u>
1.	Use of diagnostic tests results to generate individual pupil programs	18	2.27	-57
2.	Use of behavioral objectives for each student	21.	2.04	.66
3.	Individualization of pupil objectives in terms of pupils strengths and weaknesses	21	2.23	•53
4.	Monitoring of pupil progress	19	2.26	.56
5,	Modification of instructional objectives based upon pupil progress	19	2.31	.58
6.	Uses a wide variety of instructional approaches for the individual student	20	2,20	.61
7.	Uses a wide variety of instructional approaches for groups of students	21	2.28	.71
8.	Utilization of individual reinforcement programs for social behavior problems	20	1.80	.83
9.	Utilization of individual reinforcement programs for academic problem	20	1.60	•75
10.	Involvement of the student in planning their own program	19	2.15	.76
11.	Utilization of other personnel in planning and instruction for students	20	2.55	.60

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	Com	<u>etency</u>	Post Rating Mean	SD	
	12.	Exhibit confidence in sharing leas			
		with other staff members pupils work with	20	2.50	.60
	13.	Responsiveness to new ideas	21	2.76	.43
The state of the s	14.	Identification of learning modalities	18	2.22	.80
	15.	Ability to locate and utilize resource material appropriate to class	22	2.59	•59
	16.	Ability to locate and utilize resource personnel appropriate to class	22	2.68	.47

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minimal levels are has not been determined. Research that will identify competency levels in all areas covered by Form M would help to define goals for future training of the regular teacher in special education skill areas.

Insert Table M3.1b

Table M3.1b presents the ratings of regular teachers by the project staff on specific competencies in formal and informal assessment. The mean ratings on the formal assessment instruments that deal with basic abilities (i.e., perception, memory, cognition) were low in 7 of 10 areas. Only those ratings of formal academic assessment devices (for reading, math, and spelling) were at a level that indicated the teacher could utilize them with a basic level of competency. The ratings for the informal devices were consistently higher. In 9 of 10 areas the regular teachers were rated at a basic competency level or above. However, the regular teacher would be limited to the application of only one assessment device with only a basic degree of competency in all the non-academic informal assessment areas. Again the regular teacher's skill in informal assessment of academic skills was approaching a high degree of skill and knowledge.

Summary

In relation to the objectives of the project the regular teachers' can administer at least one informal assessment device with at least a basic level of competence for 7 of 8 basic ability areas (i.e., perception, memory, cognition). Their ratings for academic informal assessment instruments were higher and approached the top competency level. The standard deviation of these ratings indicates

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Means and Standard Deviations for Competency Rating of Assessment Skills of Regular Teachers by Project Staff

				Ir	strument'I	ype		
Ass	essment Area		<u>N</u>	ormal Mean	SD	N	<u>Inform</u> Mean	mal SD
18.	Behavior		8	1.25	 .70	- 13	3.0	1.03
19.	Auditory Perception	2.∰ ™ i	7.	2,28	•95	9	3.0	.86
20.	Visual Perception		7	2,28	.95	9	3.0	.86
21.	Motor Development	ı	7	2,14	1.06	9	3.11	.92
22	Language		10	2,80	1.31	10	3.20	.91
23.	Memory		8	2.37	1.18	. 9	2,88	.92
24.	Cognitive		12	2.83	1.19	14	3.21	1.05
25.	Reading		18	3.44	. 98	21	3.57	.74
26.	Math	in the second	17	3.41	1.00	19	3.57	.76
27.	Spelling		18	3.44	.98	21	3.57	.74

RATING KEY:

- 1 Doesn't know of any informal or formal methods in this area.
- 2 Knows of a single informal or formal method but does not utilize.
- 3 Knows of a single informal or formal method and uses with basic competency.
- 4 Knows of a variety of methods and uses one or more with high proficiency.

that there was a large amount of within group variability. Therefore, some teachers still need a great deal of training while others are probably competent. The regular teachers' skills in formal assessment devices were low in all the basic skill areas. More training would be needed if the regular teachers are to be expected to administer formal assessment devices in any of the basic skill areas. As formal assessment devices were not specified project objectives this may be an unrealistic area to expect the regular teachers' to become skilled in.

Self-Ratings of Competency

The regular teachers completed forms N and O at the end of their year's contact with the Title VI project personnel. The content and construction of these forms is described in the Appendix. Both of these instruments were designed to serve as self assessment devices. The ratings on these forms correspond with the ratings given by the project staff on Form M (Competency Rating of Special or Regular Teachers). As similar areas are covered by these forms the correspondence of self-ratings with outside ratings can be determined. In the following discussion the data for each of the forms (N and O) are presented separately. A summary section presenting the correspondence between forms M. N. and O follows this presentation.

Trainee's Self-Rating of Competency (N)

Insert Table N3.1

The mean ratings for the regular teachers were between some skill and a moderate skill for all of the items. There were no items on which the teachers perceived themselves as having a strong degree of



Table N3.1
N's, Means, and Standard Deviations for the Regular Teacher
Self-Rating of Competency

	Ī	<u>tem</u>	N	Mean	<u>SD</u>	
	1.	Determining Learning Strengths and Weaknesses Through Formal and Informal Assessments	43	3.13	.83	
	2,	Identifying Learning Modalities for Each Student	41	2.73	.89	
	3.	Developing Realistic Academic Behavioral Objectives	43	2.97	.83	
	4.	Relating Student Instruction Programs to Assessment Information	43	2.88	. 76	
97	5.	Utilizing Effective Techniques for Behavior Management	43	2.67	.89	
	6.	Keeping Track of Student Progress	43	3.13	.91	
: · · · · · · · · · · · · · · · · · · ·	7.	Locating and Utilizing Resource Personnel Appropriate to Your Need	43	3.04	.89	
	8.	Locating and Utilizing Materials Appropriate to Your Need	43	3.04	•75	
	9.	Structuring the Classroom Environ- ment to Facilitate the Use of Resource Materials in the Indivi- dualization of Instruction	43	2.67	. 89	
		A ROSE CONTRACTOR OF THE CONTR				

RATING KEY:

1 - very little skill

2 - some skill

3 - moderate skill

4 - strong skill

skill. The three highest scores, all at or slightly above the moderate skill level, were in determining learning strengths and weaknesses, keeping track of student progress, and locating and utilizing resource materials appropriate to your needs. The lowest skill areas, rated between some and a moderate degree of skill, were in utilizing effective techniques for behavior management, identifying learning modalities, structuring the learning environment to facilitate use of resource materials, and developing a sharing of responsibilities to meet the needs of learning disability students. The standard deviations for the items were all three-fourths of a point or above on a four-point scale. This indicates the teachers ratings were spread out across the scale. Therefore, some teachers rated themselves well above the mean rating and others rated themselves considerably below the mean rating.

Trainee's Self-Rating of Competency Change (0)

Insert Table 03.1

All of the mean ratings on the self-rating of competency change scale were at or close to the "some change" level. There were no ratings significantly above or below that level. The standard deviations of these ratings were all quite high, ranging from .86 to 1.01 on the four-point scale. Again the teachers' ratings were spread across the scale, but in this case they ran very little change to moderate change. These ratings indicate the regular teacher's perceived the project training experience as being only minimally helpful in upgrading their skills to work with learning disabled students.



Table 03.1
N's, Means, and Standard Deviations for the Regular Teacher
Self-Rating of Competency Change

Ī	tem .	N	Mean	SD
1.	Determining Learning Strengths and Weaknesses, Through Formal and Informal Assessments	42	1.97	.92
2.	Identifying Learning Modalities for Each Student	41	2.07	. 98
3.	Developing Realistic Academic Behavioral Objectives	42	1.97	•92
4.	Relating Student Instructional Programs to Assessment Information	42	2.07	. 86
5.	Utilizing Effective Techniques for Behavior Management	42	1.95	.96
6.	Keeping Track of Student Progress	42	2.16	1.01
7.	Locating and Utilizing Resource Personnel Appropriate to Your Need	41	2.17	•99 ·
8.	Locating and Utilizing Materials Appropriate to Your Need	41	2.29	•95
9.	Structuring the Classroom Environment to Facilitate the Use of Resource Materials in the Individualization of	ŧ		
	Instruction	41	2.29	•95

4(3

RATING KEY:

1 - very little change

2 - some change

3 - moderate change

4 - large change

0

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Summary

The data from forms M. N. and O indicated there are two major areas of expertise that the regular teachers have need for further training and help. The first area is that of behavior management techniques and the utilization of reinforcements for academic-social behavior change programs. Both the self-ratings and the outside ratings were lower for these skills than for the other areas overall. The regular teachers' also felt a need for more competence in assessment of learning modalities, and the outside ratings indicate they have little competence in the application of formal assessment devices for these areas. It is questionable how much we can expect the regular classroom teacher to know in the formal assessment area. Usually this area is the realm of the school psychologist and requires at least two years of graduate training in various assessment skills and procedures. Therefore, formal assessment techniques are probably beyond the skill and competence of the regular teacher without a great deal of training, more than any one year program can provide. However, it is important that the regular teacher understand the results of these assessments for instructional planning. Training should focus on application of results from such formal assessments rather than administration - independent of these instruments.

- 3.4 Adjust the classroom environment to assist learning disability students by adapting source, time expectations, quantity of assignments, type of instructional approach used, and amount and type of teacher's reinforcement.
- 3.5 Create and utilize a wider variety of instructional options.





Checklist of Intervention for Regular Teachers

This instrument was administered post-intervention to all regular teachers who had a significant amount of contact with the project. Each item on the checklist represented a specific approach to diagnosis, instructional planning, teaching technique, instructional material, behavior management technique, and a motivational approach. The teachers rated each item on the form utilizing the following scale:

- 1. That you used item prior to Title VI intervention.
- 2. That the item is not appropriate to your teaching situation.
- 3. That you feel you need more help for competency in use.
- 4. That your understanding of item was furthered by Title VI and you will use.
- 5. That you have mastered the item and are now using.

These items represent intervention approaches that can be utilized by the classroom teacher to create an instructional program that is better tailored and more responsive to the needs of learning disability students.

The responses to each item were tallied and the percentages of response in each category were calculated. Table R3.5 presents the item descriptors, sample sizes, rating categories, and the percentages of ratings by category. The data in Table R3.5 were analyzed to determine the modal response percentage for each item. When there were ties in the data no modal response was computed for the item. The following discussion reports the results of this analysis.



Insert Table R3.5

The regular teachers rated nine of the items as being ones they were previously familiar with based on their modal ratings. These items included behavior management techniques, behavior contracts, teacher made games, individualized instruction, learning centers, etc. It is not surprising that regular teachers had heard about or practiced these techniques as they have become part of regular education. Their modal ratings indicated the following seven items were relevant but that they needed more training to become competent in their use of these interventions:

- a. Academic Contracts
- b. Writing academic and behavior objectives.
- c. Anabell Markoff Inventory
- d. Rated Assessment Form
- e. Language Masters
- f. Gilmore Oral Reading Test
- g. Slingerland Inventory

At least 4 of these interventions have an origin in special education and therefore were less familiar to the regular teachers. The regular teachers' modal rating was Category 4 (understanding of the item was furthered by Title VI and you will use) for "materials from the resource center." The help they received in terms of extra and specialized materials from the Title VI-G project staff was therefore an important aspect of the program for regular teachers.



Table R3.5

Percentages of Ratings for Intervention Procedures by
Regular Teachers

	•			Rating	- Per	cent	
Inte	ervention	N	1	2	3	4	5
1.	Behavior Management Techniques *	39	49	10	26	13	3
2.	Academic Contracts	37	27	19	27	24	; 3
3.	Behavior Contracts *	3 6	17	19	36	28	0
4.	Learning Centers	39	3 6	8	31	23	. 3
5.	Multi-Level Learning Materials	40	58	3	13	25	3
6.	Teacher Made Games *	41	51	10	2	3 2	5
7.	Materials from the Resource Center	40	30	8	10	45	8
8.	Individualized Instruction *	41	56	5	10	22	7
9.	Informal Diagnosis of Learning Styles	40	43	5	23	23	5
10.	Writing Academic and Behavioral Objectives	37	27	11	51	11	0
11.	Rated Assessment Forms	25	8	24	56	12	0
12.	Regular Staff as a Resource *	35	57	11	11	14	, 6
13.	Self-Concept Inventory	33	3 6	9	36	15	3
14.	Techniques for Utilizing Work Samples	26	23	8	54	12	4
15.	Behavior Observation Techniques	34	62	3	21	15	Ō

				Rating	- Perc	ent	
Inter	vention	N	1	2	3	4	5
16.	Annabell Markoff Inventory	29	21	28	3 8	10	3
17.	Language Masters	29	21	28	3 8	10	3
18,	Wide Range Achievement Test	34	3 5	15	29	12	9
19.	Gilmore Oral Reading Test	26	4	42	54	0	0
20.	Slingerland	26	8	23	54	15	0
21.	Developmental Learning Masters	33	33	3	27	33	0

KEY RATING CATEGORIES:

- 1 That you used item prior to Title VI intervention.
- 2 That the item is not appropriate to your teaching situation.
- 3 That you feel you need more help for competency in use.
- 4 That your understanding of item was furthered by Title VI and you will use.

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5 - That you have mastered the item and are now using.

Summary

The regular teachers were aware of almost half of the interventions presented by the Title VI project prior to this year. They did find seven new areas which relate to the instruction of educationally handicapped children. Instead of becoming competent the teachers were made aware of their importance and are interested in more training to be able to use them. They also became aware of and utilized the resource materials provided by the project staff. This is an important step as it approximates the type of behavior teachers will have to emit when mainstreaming becomes mandated. Pre-assessment of regular teachers is an important step prior to inservice or pre-service training as this data has indicated. If the project staff could focus on the seven areas pinpointed by a 3-rating above a more effective and efficient program would result.



Implementation of alternative patterns of service by support personnel (principals, social workers, school psychologists, etc.)

4.1 Allocating space, funds, materials, and personnel support for the daily operation of an EH program within a school building.

In order to evaluate the fourth program objective, the evaluators conducted interviews of a representative sample of school administrators, special and regular teachers, and support personnel in the eleven San Francisco schools served by the project.

The sample for these interviews was selected as follows: project staff was informed of the need for and nature of the interviews. They were asked to provide a list of 22 individuals from the eleven schools such that an overall balance would be reached among administrators. teachers, and support personnel. Originally, the intent was to develop a random sample derived from a list of all school personnel who had made contact with the project during the past year. However, when this strategy was employed, it became readily apparent to the project staff and reasonably so, that not all of these individuals had had similar levels of contact with the project, and thus, had highly varying degrees of knowledge about the project. Therefore, a decision was made to employ the criterion of familiarity with the project as an important dimension in the sample selection process. The result of this procedure was a list of 22 school personnel, two from each of eleven schools, selected by the project staff on the basis of their contact with and familiarity about the project activities. The sample was composed of 10 principals and assistant principals, 5 EH or LDG teachers, 5 regular teachers,



1 counselor, and 1 social worker.

Although the interviews were based upon a structured interview schedule (see Appendix), the nature of some of the questions was sufficiently open-ended to elicit a broad range of responses from the interviewees. The intent of the evaluators was to gain specific information concerning the kind and quality of service rendered as well as more general information pertaining to the perceptions of school personnel about the overall goals of the project and possible reasons underlying its strengths and weaknesses.

All interviewees were asked the same set of questions in the same order, except that school administrators were asked an additional question concerning the allocation of additional space or funding as a result of the project (see Objective 4.1). The interview results were as follows:

Question 1: What is your perception of the role of the Title VI-G Project as it relates to your school?

The intent of this question was to determine to what extent the project staff had articulated its goals and objectives to school personnel and to determine if perceptions varied across schools and types of personnel. Due to the open-endedness of the item, content analysis was employed in an effort to categorize the variety of responses received. In our judgment, the responses could be summarized under five major areas:

(1) classroom management, (2) instructional resources, (3) diagnosis and prescription, (4) inservice training, and (5) mainstreaming procedures.

Table 4.1a shows the results for question 1. Across the top of the table are listed the various types of school personnel interviewed. The



Table 4.1a

Classification of Interviewees' Responses to the Question: "What is your perception of the role of the Title VI-G Project as it relates to your school?"

Personnel Type

		Admin. (10)	EH Teacher (5)	Reg. Teacher (5)	Support (2)	TOTAL
I.	Classroom Management	7	3	1	0	11
ĪĪ.	Instructional Resources	1	4	1	0	6
III.	Diagnosis andPrescription		n standard in the distinct for the second	an Markanta dari — J ad dara sa kabasa sa		
IV.	Inservice Training	1	0	2	1	. 4
٧.	Mainstreaming Procedures	3	1	0	1	5
VI.	Don't Know	3	, , 1	0	1	, 5
	garan yang dan dan dan dan dan dan dan dan dan dan				t ≡-yang	s A
•	TOTAL	16	10	5	3	34

five categories of responses are shown on the left. Response frequencies are summed across columns and rows to indicate differences among categories. It is important to note that a single interviewee's verbal response to this question could have dwelt on only one of the five categories, or, potentially, could have contained elements of all five categories. For this reason, the sums of rows and columns do not equal the number of interviewees'.

As is apparent from Table 4.1a the administrators generated the largest number of responses in different categories. However, when controlling for group sizes, it would appear that EH teachers, on the average were the most prolific in their responses. Their average of two response categories per person was the highest in all personnel categories. Thus it would appear that EH teachers were somewhat better informed about the goals of the project than other school workers. As a group they were followed by administrators, regular teachers, and support personnel. These data coincide with the subjective feelings of the interviewers. It should be added, though, that there was considerable individual variation within personnel categories and across schools. As can be seen from Table 4.1a, a total of 5 individuals admitted to such little participation with the project that they could not state its goals. There were other individuals in each group who were extremely well informed and who had participated at a high level.

Table 4.1a also indicates that different personnel had somewhat different views as to the major goals of the project. While administrators tended to perceive classroom management as the most important goal, with mainstreaming of secondary importance; other school personnel

were more varied in their responses. EH Teachers considered instructional resources as the primary goal followed closely by classroom management, and regular teachers emphasized inservice training somewhat over other goals. It is interesting to compare these perceived goals with the data on actual help received, the next section of the interview.

Question 2: What kinds of help did you (or your staff) receive during the past year from the Title VI-G Project?

This question was posed initially as stated above so that repondents would not be constricted in the types of help they testified to. When the respondent concluded his initial statement, the evaluator probed further to ascertain levels of help in specific areas which the respondent may have overlooked.

The kinds of help received by school personnel were categorized into five general areas:

- 1. Teacher Consultation: ongoing discussion with teachers which provided guidance and feedback to them concerning their efforts toward remediating learning difficulties of children in their classrooms.
- 2. Student Instruction: direct service to individuals or small groups of children in terms of diagnosis, prescription, instruction, and monitoring of progress.
- 3. Classroom Management: working with the teacher to restructure the classroom environment and the instructional process to alleviate inappropriate student behaviors and to promote individualization of instruction.
- 4. Curriculum: providing the teacher with new resource materials and instructional strategies which would aid their teaching of cognitive and affective skills.



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5. Inservice Training: providing professional instruction for teachers designed to augment their theoretical and practical knowledge of special education.

From Table 4.1b it can be seen that considerable variation existed between individual schools as well as between levels of schools on overall help received. There was also substantial variation between help categories from school and even over all schools combined.

In terms of help categories, teacher consultation was offered at a higher level across all schools than other types of help. Help with curriculum and inservice training followed closely behind, however, and probably represent no significant difference from teacher consultation help across all schools. Only one of the eleven schools, Stevenson, received no help in these three categories. All other schools received some or considerable help with regard to teacher consultation, curriculum, and inservice training.

Help with student instruction varied considerably across schools. At three schools it received primary emphasis, and at three others it received little or no emphasis. Help in the classroom management category was emphasized considerably less than other forms of support in all schools, receiving little or no coverage in 5 schools, and moderate coverage in the other 6 schools.

In terms of school levels, there were also differences between the overall amounts of help received and between levels of help in different categories. For instance, teacher consultation was provided at very high levels in most intermediate and secondary schools but to a much lower degree at primary elementary schools. Almost the same phenomenon occured with category (2), student instruction. With



Table 4.1b

Classification of Interviewees' Responses to the Question "What kinds of help did you (or your staff) receive during the past year from the Title VI-G Project?"

			Help	Categori	.08		
Security (1985)		(1)	(2)	(3)	(4)	(5)	<u>Mean</u>
Primary (K-3)	•						
Hearst	· · · · · · · · · · · · · · · · · · ·	1	0	1	1	2	1.0
Noriega	ੰ ਅੰ <i>ਡ</i>	· 1	0	0	1	2	0.8
San Miguel		1	1	1	1	1	1.0
Stevenson		0	0	1	2	0	0.6
mean		0.75	0.25	0.75	1.25	1.25	0.85
Intermediate (4-6)							
* ************************************	epocade transcrivings, it is between the include edge upon			0	2		1.0
Lawton		2	, 2	1	1	2	1.6
Mark Twain		2	,]	0	1	2	1.2
Scott		2	2	1	1	1	1.4
mean .		1.75	1.50	0.50	1.25	1.50	1.30
Secondary (7-12)	, ,			,			
Aptos		2	1	1	1	1	1.2
McAteer	:	2	2	0	2	1	1.4
Portola	1	1	1	0	1	1	0.8
mean		1.67	1.33	0.33	1.33	1.00	1.13
and the state of t	•						

Help Categories	ě

- (1) Teacher Consultation
- (2) Student Instruction
- (3) Classroom Management
- (4) Curriculum
- (5) Inservice Training

Numeric Code: 0 = little or no help

1 = some help

2 = considerable help

respect to help with classroom management, the reverse was true: though this form of help received relatively lower levels of assistance across all schools. The two types of project assistance which appeared to occur with greatest regularity across all school levels were those in the curriculum and inservice training areas. Overall, it was our impression that intermediate schools received the most help followed by secondary schools and then primary schools.

Question 3: (For administrators only) To the best of your knowledge have added funds or space been allocated to your EH or LDG program since involvement with Title VI-G?

This question was posed to each of the 10 administrators in the interview sample. Their responses were in total agreement. With the exception of indirect funding to provide release time for teachers to attend project workshops, there were no additional allocations of funds or space for the EH or LDG programs in their schools.

Question 4: Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.

Because the responses to this question were so diverse in nature, and in order not to obscure the concreteness and spontaneity of reactions through our subjective interpretations; we have decided to present the verbatim responses given by the interviewees to this question.

Strengths

- -- dedicated staff; willing to go beyond the call of duty.
- -- no ego trips; they put the kids first
- -- flexibility willing to try to work it out in best possible way
- -- honesty; no bullshit; no blaming
- -- important tools have been made available which will enable us to carry on
- -- somebody cares about teachers



- -- stimulating new ideas for teachers
- -- good inservice workshops stimulated interest in new ideas
- -- direct service to teachers and children
- -- ongoing consultation very valuable; good to have someone to talk to who cares
- -- access to new materials
- -- helped in reducing isolation of teachers and served to stimulate the forming of groups of teachers with similar interests
- -- reassures teacher and builds self confidence
- -- release time very valuable to get a glimpse of other programs and techniques
- -- they went beyond expectations reinforced what we were trying to do
- -- added to the morale of the school
- -- very positive, supportive; helped with individualizing instruction; offered valuable workshops
- -- provided very valuable feedback for what I was doing
- -- terrific, really enjoyed having them; good impact on the school; dynamic, poised, capable, no friction
- -- breath of fresh air from the outside extremely beneifcial
- -- provided excellent curriculum materials
- -- extremely helpful in consulting role; very reliable
- -- very efficient, honest, reliable, good organizational ability
- -- the consultants were really teachers

<u>Weaknesses</u>

- -- not enough time to go into depth
- -- lack of continuity; too temporary
- -- more time needed late entry into school
- -- goals weren't spelled out; structure of the project wasn't clear
- -- no bridging between years of the project too many personnel changes poor coordination
- -- things not focused well enough; tried to do more than humanly possible
- -- disorganization; not enough continuity or follow-through
- -- good ideas, but execution not so hot
- -- disappointed in lack of interns
- -- administratively not handled as well as it could have been
- -- models are not realistic at the grass roots level
- -- was not clear as to who could use project resources
- -- more practical work, less theory; not so much lecturing in workshops have more how-to kinds of demonstrations
- -- didn't get the same mileage as last year
- -- no time for consultation except over a cup of coffee
- -- in order to do precision teaching, need more time for consultation
- -- need regular visits one day a week more feedback on what is done with children
- -- program should be more people-oriented and less materials oriented
- -- follow up inservice training, rather than a one-shot deal





- -- mixed up about what Title VI was supposed to do a brochure would help who, what, where, when, etc.
- -- no contact with project coordinator
- -- lack of program philosophy

Summary

It was our impression that the positive attributes of the project far outweighted its negative aspects. But, of course, there is always room for improvement. It was readily apparent that the staff did not do a consistently good job of articulating its purpose and modus operandi across all the schools. School personnel were not always clear about the philosophy and overall goals of the project.

In terms of the kinds of help provided by the project staff, there appeared to be an expressed need at several school sites for more ongoing supervision, teaching, and training. This situation is almost certainly a reflection of the project's attempt to serve a large number of schools, rather than to concentrate its help to a smaller number of schools on a more intensive basis.

In conclusion, it was certainly apparent that much of what the project staff had to offer was well accepted, but that their ability to bring teachers to optimal levels of competency and to reshape the attitudes of administrators, teachers, and support personnel toward a feeling of shared responsibility for disabled learners suffered somewhat due to a number of factors including late entry into the schools, not enough follow through activities with teachers and children, and limited coordination of activities among various members of each school site.

OBJECTIVE FIVE

Working with teacher-training institutions to provide opportunities (pre-service and in-service) to have monitored practicum experiences with students, parents, and school staffs in pupil assessment, instruction and consultation.

5.1 To what extent (frequency, duration, and quality) was the project able to provide practicum experiences with pupils, parents, and school staffs in pupil assessment, instruction and consultation?

On the basis of a strong and rather successful effort by project staff during the first two years to establish relationships with local colleges and universities to provide internship experiences for teacher trainees, an instrument was constructed to assess the quality of this experience, Form T, College/University Student-in-Training Activities Questionnaire. In addition, it was our intention that student-in-training would also respond to forms N and O, the self-rating forms of competency and competency change.

Due to the heavy emphasis on research and evaluation during the third year of the project, and the concomitant requirement that project staff participate quite actively in that effort; a decision was made early in the year to deemphasize pre-service training of teachers. Thus, there were only two teacher-trainees who participated with the project during the past year. (there were also two research-and evaluation trainees, but their goals and activities were quite different from those intended for teacher trainees).

Questionnaires were administered to all trainees at the end of the academic year. However, because of the extremely low number of individuals responding, and because their reasons for project affiliation were considerably different, we cannot reasonable report the



questionnaire findings. Suffice it to say that these four individuals indicated that they benefited from their contact with the project and were generally satisfied with the supervision they received.

In terms of inservice training of teachers there were extensive workshops provided by the project. However, in the main, these were not provided on an institutional credit basis. Such an arrangement might have been worthwhile for achieving a longer-term program of instruction for district teachers.



SUMMARY

Academic Achievement:

The standardized measures of academic achievement in reading. math, and spelling showed significant increases for 7 or 9 variables assessed. The largest degree of change on the instruments was observed in the primary and intermediate groups. These groups were also involved with the project for a significantly longer period of time than the secondary students. Specific measures of oral reading subskills increased in 15 of the 27 areas measured. The intermediate and secondary students had the greatest improvement in these measures. The project students significantly increased their math computational skills for 8 of 60 areas assessed across the groups. The project intervention procedures had little effect on the teachers' perceptions of their students academic levels. The Work Sample data was also not reflective of changes as it was too unstructured to analyze. The major overall area of change from the data was in reading at all levels. However, in only a very few instances did the average scores obtained by the project students indicate a proficiency level had been achieved in any of the academic areas. Further remediation is necessary, in almost all areas, for all students in the basic academic skills. Since the project staffs' interventions were of a short duration overall, this is not a surprising finding. It does, however, indicate that it takes longer than three month period to produce significant differences in pupil achievement overall.



Regular Teachers:

The regular teachers' self-and outside ratings showed some to moderate improvement in skill levels. The regular teachers perceived that they did change in proficiencies but not to the degree necessary for full implementation of the skills. The competency ratings indicated the following areas need further training: application of behavior modification to academic behavior, and assessment of learning modalities. The regular teachers were interested in receiving training in a wide variety of assessment areas as well. This mismatch between the competency ratings and the needs perceived by the regular teachers poses an interesting problem. The areas they wish to receive training in are different from the ones that are their lowest areas of competence. Possibly a combination of high interest and low competency areas should be tried in designing further training. It is also obvious that regular teachers will need further training to operate in a mainstreaming program effectively. In order to bring them to such levels it will take additional intensive training beyond what has already been provided by the project.

Special Teachers:

The self-and outside ratings of competency for the special teachers ranged from a moderate to a high level of skill overall. The special teachers rated their change in skill as being from a small to a moderate increment for the past year. The major area of improvement was in the provision of materials to meet the learning needs of their students. There were differences in the areas rated as needing further training between the project staff and the special teachers.



The project staff indicated that the special teachers needed further help in writing behavioral objectives and the application of behavior modification techniques. The special teachers indicated they wanted further training in the assessment instruments that had been introduced by the project staff this past year. These differences in ratings indicated that special needs assessment should be implemented prior to any in-service training for special teachers. The needs assessment can serve to pinpoint areas for future training and focus the project staffs' activities more effectively.

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Appendices A-T

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•	Contract Count	(D)	D-1 to D-4
. 6	Inferred Pupil Self-Concept Rating by Teacher	(E)	E-1 to E-2
•	Pupil Self-Concept Inventory	(F)	F-1 to F-8
•	Teacher Rating of Pupil Performance	(G)	G-1 to G-2
0	Work Samples	(H)	H-1 to H-2
•	Wide Range Achievement Test	(I)	I-1 to I-4
•	Rated Assessment Reading	(J)	J-1 to J-11
. 6	Rated Assessment Math	(K)	K-1 to K-21
	Rated Assessment - Oral Reading Gilmore	(L)	L-1 to L-4
•	Competency Rating of Special or Regular Teachers	(M)	M-1 to M-7
•	Trainee's Self-Rating of Competency	(N)	N-1 to N-2
•	Trainee's Self-Rating of Competency Change	(0)	0-1 to 0-2
•	Intervention Check List for Special Teachers	(P)	P-1 to P-3
•	Schedule for Interviewing Special or Regular Teachers	(Q)	Q-1 to Q-2
6	Intervention Check List for Regular Teachers	(R)	R-1 to R-3



Index - Appendices A-T (cond't.)

			<u>Pages</u>
•	Schedule for Interviewing Administrators	(S)	S-1 to S-2
•	College/University Student in Training Activities Questionnaire	(T)	T-1 to T-5

DEVELOPMENT AND USE OF INSTRUMENTS

The instruments for measuring changes in pupil behavior, self-concept and academic performances were developed by the Title VI-G staff. Each instrument is included in the Appendix, together with an explanation of its use.

The instruments were administered to target pupils as a pretest and again as a post-test following an intervention by Title VI-G staff. The intervention periods and numbers of target pupils were as follows:

Grade Level	Intervention Period	Number of Target Pupils
K-3	138 Calendar Days	31
4-6	171 " "	26
7-12	74 " "	31

The following chart indicates the time spent by Title VI-G staff in developing and implementing the assessment instruments for measuring pupil change.

The chart also reflects Title VI-G staff time spent in developing the forms used by the evaluation team to measure the effectiveness of the project.



DEVELOPMENT AND USE OF INSTRUMENTS (A, B, C, D, F, G, J, K, M, N, O, P, R, & S Appendix)

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		8	0	N 	D T	J 	F	1/4	<u>A</u>	<u> </u>	J 	HOUL	18 73-74	<u>.</u>
Instrument definition & clarification	A	120	29	17	21_	3	40_	42		6	10	288		
	В							4	6			10		
Instrument development VI-G staff	A			24	80	48	·44					196		ī
THOU CHICKLA MAIATANIANIA IN A	В				14	36						50		
T-1	A							33	142			175		4 - 4 -
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	В								19	94	68	162		
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	В	120	29	41	115	1 87	84	91	218	65 165	10 88		1038 hrs.1,2 257 hrs. 3) <u>:-</u> .
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441	•	A - Tit B - Par				ubstit	utes,	interr	19			100a1 2	240 IIrs. 2	44

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STUDENT OR CLASS REFERRAL FORM (A)

The referring teacher filled out this form for all individuals or groups of students who were served by the project. The form was developed to describe the specific behaviors of concern for each referred pupil (or group) and the degree of intensity of these behaviors. This form can be used on a pre-post or pre-during-post intervention basis to determine if the referring teacher perceives any changes have occured in the behavior of targeted pupils.

The first section of the form is Problem Behavior. It consists of 16 items describing socially inappropriate pupil behaviors. Each item is rated on a four point scale ranging from 1-high frequency of occurrence to 4-never occur. The lower the score on this half, the more severe the pupil's behavior problems. The second section on this form is Work Related Behavior. It consists of 16 items describing pupil work habits and task completion related behaviors. Each item is rated on a four-point scale ranging from 1-high frequency of occurrence to 4-never occur. The lower the score on this half the more severe is the problem. A number of the items on the referral form were selected from one developed by the CORBAH project at the University of Oregon (1973).

An inter-rater reliability was derived on the form by measuring the agreement between special teachers and regular teachers ratings of the same child on the form. The mean correlation was .61 between the two raters overall. In 19 out of 22 cases the agreement between the two raters was statistically significant. In comparison with other standardized inventories of pupil behavior this level of relationship



is a highly favorable one. However, we should point out that, although inter-rater reliability was high, there was a definite difference in the way the two groups of teachers used the four-point scales. On almost all items, the special teachers rated the children higher (more positively). On half of the items these differences were statistically significant. Another interesting phenomenon is that much greater agreement existed between special and regular teachers on Part I, Problem Behavior, than on Part II. Work-Related Behaviors. We suspect that this situation is due to a classroom environment effect since work-related behaviors are more situational-specific than problem behaviors. However, further research is required to substantiate this. The important point here is that, in terms of future evaluative use of this instrument, pupil ratings should be made by the same teacher (special or regular) for both pre-and post-intervention measures. Otherwise, if children were rated by regular teachers at the time of referral and by special teachers at the end of intervention, many spurious improvements might be noted which, of course, would not reflect the true situation. (Note: these results are based on a combined analysis of this instrument and Form G, Teacher Rating of Pupil Academic Performance, which follows.)

The form was utilized on a pre-post treatment basis on the project. The teachers rated all pupils on all behaviors covered by the form. Change scores were computed between the pre-and post-ratings. A correlated T-test was used to test for the significance of a difference between the ratings.



A-2

STUDENT OR CLASS REFERRAL FORM

Tit	le of person completing for	m			
Dat	e (PRE - POST - OTHER)	(CROSS			
A.	Student's name	/ or B	. Classro	om	
Bir	thdateGrade			Subject	
Tea	cher	_ Person	Servicing		
Date	es - Pretest	Interim '	Test	Post	Test
·	. · · · · · · · · · · · · · · · · · · ·			Circle app	ropriate)
		High	Medium	Low	Never
I.	PROBLEM BEHAVIOR			, ,	
	1. Out of seat	H	М	L	N
	2. Yelling out	н	м	L	N
	3. Running around room	Н	М	L	N
	4. Hitting and pushing	Н	M	L	N
	5. Ignores teacher's	Н	M	L	N
	directions		.,		
	6. Ignores other adult's directions	H	M	L	<u>N</u> .
	7. Complains	Н	M	L	N .
	8. Fighting	Н	M	L	NN
	9. Stealing	Н	М	· L	N

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		High	Medium	Low	Never
10.	Destroys own	н	M	<u>L</u>	N
11.	Destroys others_	Н	M	<u>L</u>	N
12.	Talks back to	H	М	L	N
13.	Lies	Н	M	L	N
14.	Excludes self from	Н	M	L	N
15.	Excludes self fromactivity outside class	Н	М	I.	
16.	Temper tantrums	Н	М	L	N

II. WORK RELATED STUDENT BEHAVIOR

1.	Attends class	Н	M	L	N
2.	Is able to work with classroom distractions	H	M	L	N
3.	Begins work	н	M_	L	N
4.	Stays on task	Н	M	L_	N
5•	Completes class	Н	M	L	N
6.	Works independently	Н	М	L	N
7.	Works as a member	H	M	L	N
8.	Completes homework	Н	М	L	N
9.	Attempts difficult	Н	M	L	N

e e e e e e e e e e e e e e e e e e e	High	Medium	Low	Never
10. Works quietly	Н	М	L	N
ll. Takes pride in	H	M	L	N
12. Organizes materials/work	Н	М	L	N
13. Follows	Н	M	<u>L</u>	NN
14. Helps otherstudents	н	м	L	<u> </u>
15. Accepts correction	Ħ	М	L	N
16. Accepts transition	Н	м	L	N

PUPIL OBSERVATION FORM (HIGH FREQUENCY BEHAVIOR) (B)

This form is utilized when specific behavior change programs are being planned or are in operation for an individual student or a group of students. The referring teacher utilizes this form to record frequency counts of specific problem behavior that have a minimum frequency of occurrence of at least once per observation period. The form consists of five columns of number from 1-15. Each column represents one day of the school week from Monday through Friday. Every time the target behavior occurs a mark is made through the number on the form, or a separate count can be obtained by utilizing other procedures (i.e., wrist counters, check card, etc.) and then transferred to the form. In this way a daily count of the total frequency can be obtained from the form and day-to-day changes in frequency can be determined by inspection of the data recorded. Similar forms have been utilized in a number of behavior modification programs and are standard devices in the application-evaluation of such interventions.

Frequency counts can be obtained on a pre-post or a pre-during-post (continuous) intervention basis. The counts can be analyzed by the use of a mid-median (Lindsley, 1968) or a median-slope analyse (Whits, 1971). Through the application of such statistical procedures the probability and significance of changes in behavior due to specific intervention programs can be derived.



PUPIL OBSERVATION FORM - HIGH FREQUENCY OF OCCURRENCE OF PROBLEM BEHAVIOR

Student		Seh	ool		:
Referred behavior	· · · · · ·		·		
Period		Observer	(TEACHER, A	IDE. OTHER)	
Date (PRE - POST	- OTHER)				ī
OBSERVATION TIME:					
FREQUENCY OF BEHAVIOR OBSERVATION	15 14 13 10 98 76 54 32 1	15 14 13 12 11 10 98 76 54 32 1	15 14 13 12 11 10 98 76 54 32 1	15 14 13 12 11 10 38 76 54 32 1	15 14 13 12 11 10 98 76 54 32 1
Month: Mon.	Tues	Wed.	Thurs.	Fri	

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^{*} Circle the number of times the behavior occurred within the selected period.

PUPIL OBSERVATION FORM (LOW FREQUENCY BEHAVIORS) (C)

This form is applied when specific behavior change programs are being planned or are in operation. The referring teacher utilizes this form to record critical incident counts of specific problem behaviors that occur less than one time per-observation period for an individual student or for groups of students. The form is divided into two halfs, A.M. and P.M., and covers one school week. The teacher records the time of day when the specific problem behavior occurs. Examples of low frequency problem behaviors include tantrums, physical fights, property destruction, etc. The form can therefore be applied to record both the time of occurrence and frequency count for any low frequency problem behavior. The data can be used to pinpoint if time of day is a variable that determines the occurrence of any behavior, and can therefore lead to some refined intervention programs.

The frequency counts can be obtained on a pre-post or a pre-during-post (continuous) intervention basis. The counts can be analyzed through the application of a mid-median test (Lindsley, 1968). This statistical procedure can help to determine the significance of changes produced by any specific intervention programs for low frequency behaviors.



PUPIL OBSERVATION FORM - LOW FREQUENCY OF OCCURRENCE OF PROBLEM BEHAVIOR

Dat	e	POST - OI	er land	Observer		j	**
	(PRE -	POST - OI	HER)		(TEACHER -	AIDE -	OTHER)
							
A.M.							
BEHAVIOR							
FREQUENCY OF BEHAVIOR			,	· · · · · · · · · · · · · · · · · · ·			
, E 4 `							
ж Д.	, w. Font	•					

C-2

CONTRACT COUNT (D)

The teacher uses this form to keep track of the number, goal, reward, and effectiveness of learning-behavior change contracts made with an individual pupil. The form is divided into four columns that allow for the description of each contract and the recording of all contracts on a cumulative basis. The first column records types of contract (verbal or written), the second the behavioral requirements (aim), the third the reward (payoff), and the fourth the outcome (if goal was reached). The form provides an ongoing record that allows the teacher to evulate contract-mediated interventions with each pupil.

The form can be analyzed for an individual pupil or for groups of pupils. The percentage of successful contracts overall and the outcomes of specific contracts by type can also be determined. For example, verbal contracts could be compared with written ones, free time payoffs could be compared with tangible payoffs, and the effectiveness of contracts on specific tasks (reading vs. writing) could also be determined. The data could lead to more effective intervention planning for an individual child or for a whole classroom. Comparisons of this nature would be done by computing percentage of success in each category and then comparing those percentages.

Each contract can be classified into nine (9) and possibly more categories. Within each category a number of subcategories might exist. (For example, Grade Level could be divided in K-3, 4-6, 7-9, and 10-12 subcategories).

Following is a list of categories and within each category the noninclusive list of subcategories.

CATEGORY I:	Area of Improvement Desired
	1. Math 2. Reading 3. Spelling 4. Behavior 5. Self-Concept 6.
CATEGORY II:	Type of Reward for Successful Contract
	1. Bonus Points 2. Free Time 3. Recognition 4.
CATEGORY III:	Duration of Contract
CATEGORY IV:	1. One day 2. One week 3. One month 4. 5. Grade Level of Pupil
;	1. K-3
	2. 4-6 3. 7-9 4. 10-12
CATEGORY V:	Contract Task
	1. Homework Assignments 2. Orderly behavior 3. Completion of classwork 4.
CATEGORY VI:	Contractor
indite Secretaria Secretaria	1. Title VI Staff 2. EH Teacher 3. Classroom Teacher 4.

CATEGORI VIII	Contract used For
	1. Individual 2. Class Group 3. Boys Group 4. Girls Group 5.
CATEGORY VIII:	Sex of Contractee
	l. Boy 2. Girl
CATEGORY IX:	Contract Outcome
6	 Successful Unsuccessful
CATEGORY X:	
•	1.

Interpretation

Through the format outlined above, the contracts can be interpreted and analyzed in a number of productive ways as listed below:

- 1. Successful vs. Unsuccessful contracts could be compared overall. (IX)
- 2. Specific "areas of improvement" desired: could be analyzed separately. (I)
- 3. Specific "grade levels" could be analyzed separately. (IV)
- 4. Six differences could be analyzed. (VIII)
- 5. Other analysis as desired.



CONTRACT COUNT

Title of person compl Date (PRE - POST)			
Form: w=written v=verbal	Ait: behavior time	Payoff:	Goal Reached: Yes-No
· .			
		<501 ·	
			·
			·
e services			

"D" 1/74

INFERRED PUPIL SELF CONCEPT RATING BY TEACHER (E)

This instrument was developed to measure teachers' opinions of their pupils' self-concepts. Furthermore, we sought to determine if teachers' opinions were correlated with children's actual self-ratings. Thus, this form can be used in conjunction with Form F (which follows). Each of the seven items on this form is keyed to a similar item on Form E (see section 1.2 of the report for a complete discussion.)

Based upon our finding, in the present project evaluation, that teachers' perceptions do not correspond at all to their pupils self-ratings, we would not recommend the use of this instrument in isolation. Further research is necessary to completely discount its usefullness, however. In conjunction with this, we would recommend a slight modification of this instrument so that its results could be compared with our suggested revision to Form F (see next section). We suggest changing the items in this form to:

- 1. Coming to school in the morning.
- 2. Reading aloud in class.
- 3. Doing arithmetic.
- 4. Being called on in class.
- 5. My visiting his/her home.
- 6. Doing homework
- His/her parents visiting my classroom.



INFERRED PUPIL SELF - CONCEPT RATING BY TEACHER

St	cudent's name	Date
Sc	hool	Rater
Gr	rade/room	Relationship EH Teacher, Regular Teacher, Counselor
In	structions:	
PLI	for each item.	bove information. ank between like and dislike to sal of the student's attitude HOW THIS PUPIL CURRENTLY FEELS ABOUT:
1.	Being in school	Dislikes::: Likes
2,	Being around teachers	Dislikes : Likes
3.	Arithmetic	Dislikes:: Likes
4.	Reading	Dislikes:: Likes
5.	Homework	Dislikes : Likes
6.	His or her appearance	Dislikes: Likes
7.	Overall scholastic ability (his or her)	Lacking : Quite Confidence Confident
COM	MENTS:	m 1 + 2 5 mg

PUPIL SELF CONCEPT INVENTORY (F)

This instrument was developed initially by project staff and later revised by the evaluators on the basis of an informal item analysis. The origin of many of the items is obscure; many of them were created by project personnel and some, undoubtedly, were taken from other informal inventories used by other researchers.

During the first two years of the project, the instrument contained many more items than the present form. At the end of the second year, an item analysis was done on the pre-post data collected during the second year. Several items were discarded which did not elicit response frequencies amenable to change, i.e., they were characterized by a ceiling effect on the pre-test and thus, were incapable of showing improvement over time.

The present instrument, composed of 33 items in 5 different categories, has been extensively analyzed on the basis of two test-retest reliability studies with non-project children during the 1973-74 academic year.

The first pilot study was carried out in November, 1973, at Lawton Elementary School, San Francisco, using a sample of 18 fifth grade pupils. The 33-item instrument was administered to the subjects in paper-and pencil fashion with items read aloud by the administrator. This procedure was repeated with the same children two weeks later.

The results of this first study showed that, on the basis of an item-by-item analysis, approximately two-thirds of the items had test-retest reliability coefficients (Pearson) significant at the .05 level or beyond. When total scores for each child were correlated





the overall reliability coefficient was .75 for the entire inventory.

The second reliability study was done at the same elementary school with a different fifth grade class in May, 1974. The reason for carrying out this second pilot study was to determine if a pupil's knowledge of his prior responses (a procedure used in the first study) might have influenced his second set of responses (retest). The results of the second study agreed closely with those from the first. About the same proportion of items had significant test-retest coefficients of reliability. When the item coefficients were summed and averaged using Fisher's z-transformation formula, the average item test-retest coefficient of correlation was .51. It was noted, however, that some item correlations differed markedly on the two separate studies. Whether these changes were due to the differences in test administration noted above, or whether they were the result of measurement error is not entirely certain.

On the basis of our fairly extensive analysis of this instrument we recommend that the number of items be drastically reduced to those which (1) had significant test-retest r's on all administrations, (2) have means which generally fall between 2 and 3 on the 4-point scale, and (3) fall under the specific rubic of education, rather than psychology in general. Such an instrument would be composed of the following items:

- 1. Coming to school in the morning
- 2. Reading aloud in class.
- Doing arithmetic.
- Being called on in class.
- 5. If the teacher visited my home.
- Doing homework.
- If my parents visited the school.



This instrument would be much shorter and easier to administer; and it would reflect attitudes which could be changed through educational intervention. We suspect that a summed score based upon responses to these items would be a very accurate and useful indication of a student's "educational" self-concept.

PUPIL SELF - CONCEPT INVENTORY

lst		•	2nd		
Session		time of day	Session	n Date and t	ime of day
	Recorde	r		Recorder	
0+b== ==1					
Ocuer, br	ayers, II	any			
		This game may be children. Be sur children who play one summary sheet record the color should be read all cannot read, by the purposes, the sec with same number not necessarily were second to the color should be read all cannot read, by the same number and necessarily were second to the color should be read all cannot read, by the same number and necessarily were second to the color should be read all cannot read.	re to indicy at one to t for each of his can loud by the the teacher cond game s of players	eate the names lime above. Fi child and be rd deck. All e child or, if r. For resear session must be as the first	s of all ll out sure to items he ch e played though
1		2 0.0	3		4
	QUESTIC	ons	First Session	Second Session	Change
ABOUT ME	ITEMS				
l. When	you look i	n a mirror			
2. Being	g alone	,			
. ,	ire not sur .e want you		ŕ		



1 (,,)	2 (*,*)		3 (0,0)		4	
QUESTIO			irst ession	Second Session		Change
4. Someone hollers	at you					
SUB TOTAL SCORE						
ABOUT SCHOOL AND LEA	RNING					·
5. Coming to school morning	in the					
6. Reading aloud			10			
7. Doing written wo	rk					eti ji uzu
8. Doing arithmetic	·				·	
9. Taking a test						
10. Going to art tim	е					
ll. Time for music						
12. P. E. time		. 1		:		
13. Time for science						
14. Leaving your cla to get special h	ssroom					

	3	4	
QUESTIONS	First Session	Second Session	Change
15. Social Studies time			
16. Being late for class			
17. Being asked to stay after school		4:	
18. When there is no school			
19. On report card days	·		
SUB TOTAL SCORE			
ME AND MY TEACHERS			
20 Being called on in class			and .
21. Being around my teachers		·	enter of the second
22. Your teacher calls and talks to your parents			
23. Teacher shows your work to the rest of the class			
24. If teacher visited my home			



	3	4	
QUESTIONS	· First Sassion	Second Session	Change
25. Teacher comes to my desk			
SUB TOTAL SCORE			
OTHER GROWNUPS AND ME			
26. Seeing or hearing the principal, vice-principal, or dean			
27. A sub in your room			
28. Seeing your counselor			
SUB TOTAL SCORE			
ME AND MY FAMILY		,	
29. Doing homework at home			
30. Parents visit school			
31. Walking in your front door			
32. Playing with your brothers and sisters			

1 2	3		
QUESTIONS	First Session	Second Session	Change
33. Eating together as a family		,	
SUB TOTAL SCORE			
GRAND TOTAL			

Observations: Please note any information concerning the response pattern or other behavior of the child which you feel is important.

TEACHER RATING OF PUPIL ACADEMIC PERFORMANCE (G)

At the time of referral the teacher fills out this form to rate the pupil's academic skill levels in reading, arithmetic, spelling and language. These ratings are to serve as measures of the teacher's perception of the academic performance levels of the pupil. The ratings are made on a continuum ranging from one to four points. These levels can also serve to pinpoint priority areas for academic remediation.

The form was used on a pre-post intervention basis in the current project. It can also be used on a pre-during-post basis. The ratings were analyzed for changes in level. The statistical procedure applied was the correlated T-test. (See the description of Form A, Student or Class Referral Form, for a discussion of inter-rater reliability).

TEACHER RATING OF PUPIL ACADEMIC PERFORMANCE

Title of person complet	ting form			
Date (PRE - POST - OTF	HER)			
A. Student's name		B. Classr	oom	
Birthdate				
Teacher				
III. Academic Level	More than 2 levels below	Below level grade	Within grade level	Above grade level
1. Reading				
2. Language				
2a. Oral				
2b. Written				
3. Arithmetic	S. Harris			
4. Spelling _				
5. Handwriting				
6. Science				
7. Social Studies				

ERIC

Full Text Provided by ERIC

 $\chi_{i} \tilde{\chi} (\hat{p} \hat{k}) \mapsto$

"g" 9/73

WORK SAMPLES (H)

Work samples serve as idographic measures of student progress in specific academic areas. Baseline work samples can be defined for tasks such as arithmetic computation, reading comprehension, handwriting, and written expression. These samples should be defined conjointly by the project staff members and the referring teacher at the inception of a remedial program. The specific criteria to be used in evaluating pupil progress should also be defined prior to the remediation program as well. The criteria should be individualized so as to fit each student's entry level skills and the goal the referring teacher wished to set.

Analysis of the results of the work samples could be done by types of task, pre-remediation level, and post-remediation level evaluation of skill proficiency. Therefore, the results could be analyzed in terms of the percentage of work samples that met criterion on the post-remediation evaluation. Individual student's projects could also be analyzed to determine changes in error responses and correct responses.



WORK SAMPLES

Title of person collecting	
. .	
Date	
Check one of the following:	
Pre sample	
Post sample	
Other	

WIDE RANGE ACHIEVEMENT TEST (WRAT) (I)

The WRAT (Jastak, Baer, and Jastak) was administered to all pupils referred to the project prior to their involvement in any intervention programs. The test was selected as a standard measure of grade level achievement in reading word attack skills, arithmetic computation, and spelling. The WRAT is widely used and is a standard measure for admission, retention, and evaluation of almost all students' enrolled in special education programs in California.

The WRAT was administered on a pre-post intervention basis. a gain/month score was computed in each area for each pupil so assessed. The difference between the pre-post achievement scores was first determined and then this was divided by the number of months the pupil had spent in the program. Then, a mean gain/month was computed by level (i.e., primary, upper elementary, and junior high-secondary) and by area (reading, arithmetic, and spelling).

CALIFORNIA TITLE VI-G PROJECT PUBLIC SCHOOL MODEL SERVICE CENTRR

WIDE RANGE ACHIEVEMENT TEST

(see test manual for instructions)



WIDE RANGE ACHIEVEMENT TEST

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Reading, Spelling, Arithmetic from Pre-School to College By J. F. Jastak, S. W. Bijou, S. R. Jastak Printed in U.S.A. 1937, 1946, 1963 Revised Edition 1965

49 22 5 - 19899\$.

Na	me		******				,				B	Birthda	te			,,	N	И. F. C	Chron	n. A	ze		********	
Scl	ool.				*******				.,	C	Grade.		Read	ling	Sco	re		Grade .		St	and-S	Sc	Çile	
Re	ferre	d by	,,		*******		= : : : : : = = :						Spell	ing	Scor	e		Grade		St	and-S	Sc,	⊈ile	
Da	te					E	Exam	iner			1444+	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	.,Arith	me	tic S	core.		Grade .		St	and-S	Sc	⊊ile	*******
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				_		1	0	×	1		Ņ	7	+	1	<u>۸</u>	7	5		L		∇		П	*
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Page 2. Arithmetic LEVEL I, Oral Part 3 Fingers, 8 fingers, 9 or 6? 42 or 28? ε LT 9 9 17 3 pennies, spend | ?____; 3 + 4 apples?____: 9 marbles, lose 3? 20 Written part. 3 2 1 + 1 = ...2 4 4 × 2 = ____ 2 3 6 7 5 <u>+</u> 2 + 40 \times 3 - 18 + 8 $1\frac{1}{2}$ hr. = ___min. 4 5 2 \$ 6 2.0 4 6)968 1 3 7 -5.30+ 245 $\frac{1}{3} + \frac{1}{3} =$ $\frac{15}{5} = \frac{7}{5} - \frac{5}{5} = \frac{1}{2}$ 8 2 3 4 5 \times 9 6 $\frac{2}{5}$ of 3 5 = 3 1/3 + 2 = $\frac{1}{2}$ yd. = ____in. $1\frac{3}{4} = \frac{3}{4}$ 27)384 $\frac{3}{4}$ yr. = ____mo. Multiply: 7.9 6 5 3 0.8 - 1] $2\frac{1}{3}$ doz. = Which is more? Find the average of Write as a percent $\frac{7}{8}$ or $\frac{13}{15}$ Ans. $4\frac{1}{5} \times 3\frac{1}{3} =$ 24, 18, 21, 26, 17 Write as decimal: $\frac{8}{9} \times \frac{9}{4} \times \frac{1}{2} =$ $\frac{3}{10} \div \frac{3}{4} =$ 20% of 120 =Change to familiar 8.2)62.703 (-5)(+9) =numerals: MCXLII = ___ Solve: Find square root: $\sqrt{334.89}$ Find interest on \$300 at 4\frac{1}{2}\% for 7 mo. y + (9 - 8y) = 65Arithmetic—Level I—Grade Norms. Percentiles and Standard Scores corresponding to grade rating and age may be found in Manual. Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Conte | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Score Grade | Sc 8,6 N.H Pk.1 10 51 31 Kg.3 17 2.4 4.2 1.8 ₹5 1.4 2.6 ほせ 1,5 Pk. 1 12 411 19 1.6 ₹,₩ 33 4,7 47 Kg.6 20 1.8 3.0 31 5.0 19.5

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RATED ASSESSMENT READING (J)

All pupils referred to the project who evinced reading problems were given the Rated Assessment Reading prior to remedial programs being initiated. The Rated Assessment tasks are based on a precision teaching measurement system (Kunzelmann, 1971; Alper & White, 1972, et.al. 1973). The pupil is given a one-minute timed trial on specific criterion-referenced reading skill sheets (i.e., letter sounds, 3-letter c-v-c- words, 4-letter c-v-c- words, 5-letter c-v-c words and Dolch words). Correct and errors per minute are computed for each sheet separately. In this way the effects of specific remedial programs can be monitored. Grade level measures lead to global assessments and are not criterion referenced. The rated assessment provides a skill specific measure of pupil growth. The rate also has advantages over percentages or simple frequency counts in that it provides both a measure of speed and accuracy. As many referred pupils are slow and non-fluent readers, their rate of performance is an important criterion in evaluating the success of remedial programs.

The rated assessment-reading was administered on a pre-post intervention basis. Specific instructions for the administration of the assessment are included with the instrument. Separate correct and error rates, for each subject on each skill, were computed in both assessments. The mean correct and error rate was determined by level for each skill pre-and post-project intervention (primary, intermediate junior high and high school). A correlated T-test was completed separately for the correct and error rate means, by level, to determine any significant shifts in rate.





The data was also compared to mastery rate tables. The mastery rates provide a correct and error rate range that indicates when a student is proficient in a specific oral reading subskill. The combination of correct and error rates specifies both fluency and accuracy for each skill.

An accuracy ratio and percentage of accuracy (Pennypacker, Koenig, and Lindsley, 1973) were computed for each skill both pre-and post-training. The accuracy ratios and percentages of accurary provide information as to the relation between correct and error rate. Accuracy ratios are computed by dividing the larger of the two rates by the smaller of the two rates. For example, if the correct rate is 2/minute and the error rate is 1/minute the accuracy ration would be 2/1=2. If the correct rate is larger then the accuracy ratio assumes a times function which is denoted by an X (in our example we would have a X2). If the error rate is larger then the accuracy ratio assumed a divide-by function which is denoted by an # (If errors were 2/minute and correct rate was 1/minute the accuracy ratio would be 2/1=+2). The percentage of accuracy is then determined by dividing the correct rate/minute by the total number of responses made per/ minute (correct rate = error rate/minute). As in our example with a correct rate of 2/minute and an error rate of 1/minute, the accuracy ratio would be 2/2+1-2/3 or 66 2/3%.



CRITERION PERFORMANCE RATES

		Mastery Correct	Incorrect
1.	Sounds a. Consonants b. Vowels	90/min 90/min	1-2/min 1-2/min
	Note: We have started the child on three letter words following their reaching a rate of 40/min of consonants and vowels. We still continued to work on the sounds only stopping after the child reached 80/min on both.		
2.	Alphabet Names - (optional)	80/min	1-2/min
3•	Phonetically Predictable Words - (3, 4, 5 letter)	(3) 80-85/min (4) 70-75/min (5) 60-65/min	1-2/min 1-2/min 1-2/min
4.	Sight Words - (Predictable and unpredictable)	60-80/min	1-2/min
5•	Reading in Book - (at all grade levels)	100-120/min	1-2/min
6.	Minimum Rate for Choosing	50/min	

CALIFORNIA TITLE VI-G PROJECT PUBLIC SCHOOL MODEL SERVICE CENTER

RATED ASSESSMENT - READING

Introduction:

WE HAVE SOME TIME TO SPEND TOGETHER - SHARE WITH ME WHAT YOU HAVE LEARNED ABOUT LETTERS AND WORDS THEN YOUR TEACHER AND I WILL BE ABLE TO GIVE YOU TASKS THAT YOU CAN DO AND TASKS WHICH WILL HELP YOU LEARN TO USE MORE DIFFICULT WORDS.

Item 1

Manuscript Alphabet Recognition

Place the stimulus sheet for Manuscript Letter Recognition in front of student. Place the score sheet in such a way that the student is not distracted by the scoring process.

Verbal directions to student:

SAY THE NAMES OF THESE LETTERS

BEGIN HERE. (Point to the first one.)

Verbal directions to student:

<u>READY - BEGIN</u> (Begin timing for one minute)

Time for one minute.
Verbal direction to Student:
STOP

Make a positive statement based on observed performance.

Example: (You worked for a minute)

Mark on a duplicate sheet each error and the place where the student stopped. Record on the score sheet the number read correctly, the number read incorrectly and the date.

If the student has difficulty with an item, ask him to try the next item. Count omissions as errors. Count the student's first response in scoring.

Items 2-5

Three, Four, Five - Letter Mixed Vowel Words (1 minute sample) and Dolch Sight Words (30 second sample)

Place the stimulus sheet in front of the student

Verbal directions to student:

READ EACH OF THESE WORDS OUT LOUD. BEGIN HERE.

(Point to the first one.)



Allow student to read in the direction he chooses and indicate with an arrow student's choice of direction.

Verbal directions to student;

<u>READY - BEGIN</u> (Begin timing for one minute - or 30 seconds for Dolch sight words.)

Time for one minute.

Verbal directions to student:

STOP

Make a positive statement based on observation.

Mark on a duplicate sheet each error and the place where the student stopped. Record on the score sheet the number read correctly, the number read incorrectly and the date.

If the student hesitates on an item, ask him to try the next item. Count omissions as errors. Count the student's first response in scoring.

RATED ASSESSMENT-READING (ONE MINUTE PER TASK)

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1.	Manuscript Alphabet Recognition							
2.	3 Letter Mixed Vowel Words							
3.	4 Letter Mixed Vowel Words							
4.	5 Letter Mixed Vowel Words							
5•	Dolch Sight Words							
6.	Oral Reading							

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RATED ASSESSMENT MATH (K)

All pupils referred to the project who evinced math computation problems were administered the Rated Assessment Math prior to remedial programs being initiated. The Rated tasks are based on a precision measurement system (Kunzelmann, 1971; Alper & White, 1972, Alper, et.al, 1973).) The pupil is given a one-minute timed trial on each of the specific arithmetic computation skill sheets (i.e., reading numbers, counting groups of dots, addition single digit, addition with carrying, subtraction with borrowing, multiplication single digit, and division single digit). Correct and error rates per minute are computed on each sheet. In this way the effects of specific remedial programs in arithmetic computation can be monitored. Grade level measures are often too global and are not criterion referenced. The rated assessment provided skill specific measures of pupil growth. The rate of performance also has advantages over percentage or frequency counts; it provides both a measure of speed and accuracy of responding. As many referred pupils are often slow and inaccurate in their basic computations rate is an important criterion in evaluating the success of remedial programs.

The rated assessment math was administered on a pre-post intervention basis. Specific instructions for the administration of the assessment are included with the instrument. The same data analysis procedures were utilized for the rated assessment math as for the rated assessment reading. (see Form J)

CRITERION PERFORMANCE RATES

		Mastery Correct	Incorrect
1.	Counting in Sequence- child requested to count (child goes from 0-15, then back to 0 and begins again.	80-100/min	1-2/min
	Note: child should be able to count all numbers in sequence before he is expected to add them.		
2.	Write Numbers in Sequency- (from memory, on request)	60-80/min	1-4/min
	Note: If entry rate below 5, try coping or tracing.		
3.	Write Numbers Out-of-Sequence- (from memory, on request.	570/min	1-4/min
4.	Write Numbers for Legibility and Accuracy.	20-40/min	1-2/min
	Note: In order to solve add, subtract, multiply, and divide at 30/min, the child needs to be able to write numbers at least 48/min. This would be minimum proficiency before number facts could reach criterion. Number writing is usually times 1.6 the rate of number facts (48 n.w. mastery is 1.6 times 30 n.f.)		
5.	Read Number - (0-9, 0-20, - either in or out of sequence)	60-80/min	1-2/min
	Note: Reading numbers in sequence is a separate skill from reading out of sequence. Each should be assessed separately.	Mary Control of the C	
6.	Count Groups - (like number concepts e.g. 111, 1, 11)	40/min	1-2/min



Mastery Correct

Incorrect

Note: Before a child can add a program in counting groups or identifying groups of objects might help to teach number concepts.

7. Computation - (+, -, x, ÷) of single digit numbers

30/min

 $1-2/\min$

Note: If a child is unable to perform on a sheet of number facts at a median rate of 20 in the first 3 days then you have to slice your program. If teaching sums 0-9 slice to sums 0-3.

8. Computation - (+, -, x, :) with borrowing or carrying in one digit.

20-25/min 1-2/min

CALIFORNIA TITLE VI-G PROJECT PUBLIC SCHOOL MODEL SERVICE CENTER

RATED ASSESSMENT - MATH

Introduction:

WE HAVE SOME TIME TO SPEND TOGETHER - SHARE WITH ME WHAT YOU HAVE LEARNED ABOUT LETTERS AND WORDS THEN YOUR TEACHER AND I WILL BE ABLE TO GIVE YOU TASKS THAT YOU CAN DO AND TASKS WHICH WILL HELP YOU LEARN TO USE MORE DIFFICULT WORDS.

Item 1-2

Number Reading (0-20), (0-100). Use with students at grate levels 1-3; and with students who score 10 or less on computation.

Place the stimulus sheet in front of student. Verbal directions to student.

READ THESE NUMBERS ALOUD. BEGIN HERE. (Point to the first one.)

IF YOU FINISH BEFORE I SAY STOP. GO TO THE TOP OF THE PAGE AND CONTINUE READING

Verbal directions to student:

READY - BEGIN. (Begin timing for one minute).

Time for one minute

Verbal directions to student:

STOP

Make a positive statement based on observations.

Example: (You did 12!)

Mark on a duplicate sheet each error and the place where the student stopped. Record on the score sheet the number read correctly, the number read incorrectly and the date.

If the student has difficulty with an item, ask him to try the next one. Count omissions as errors. Count the student's final response in scoring.

Item 3

Number - Set. Use with students at grade levels 1-3; and with students who score 10 or less on computation.

Place the three worksheets in front of the childone on top of the other.

Verbal directions to student:

MARK THE NUMBER THAT MATCHES THE DOTS IN EACH BOX.

BEGIN HERE.

(Point to the first one.)

Verbal directions to student:

<u>READY - BEGIN</u> (Begin timing for one minute.)

After one minute Verbal directions to student:
STOP
Make a positive statement based on observations.
(Example: You finished 20!)

Record on the score sheet the number correct, the number incorrect, and the date.

In the event he changed a response, count the final response of student on each item.

Items 4-11 Computation (Addition, subtraction, multiplication, division)

Place the stimulus sheet in front of the student. Ask the student which format for simple addition and subtraction facts he prefers, vertical or horizontal.

(This will help the examiner in determining which stimulus sheets to present the student.)

Verbal directions to student:
WORK THESE PROBLEMS.
BEGIN HERE. (Point to the first one.)

Verbal directions to student:

<u>READY</u> - <u>BEGIN</u>. (Begin timing for one minute.)

Time for one minute.
Verbal directions to Student:
STOP
Make a positive statement based on observation.

Addition/Subtraction involving carrying, borrowing or remainders - score 2 points each (1 point for one's column and 1 point for ten's column) (<u>Two</u> point maximum)

Multiplication - score 1 point for one's column and 1 point for remaining place (s). (Two point maximum)

Division - score 1 point for whole number in quotient and 1 point for remainder. (two point maximum)

If the student hesitates on an item, ask him to try the next one. Count omissions as errors. Count final response on each item.



RATED ASSESSMENT-MATH

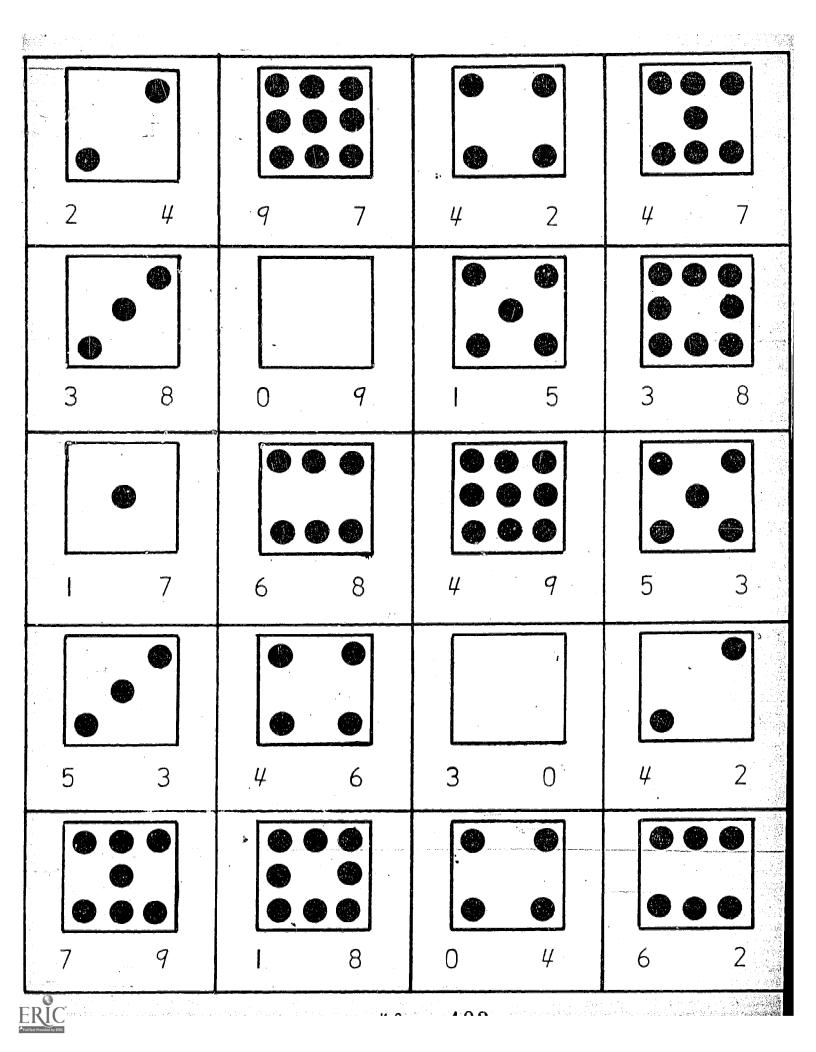
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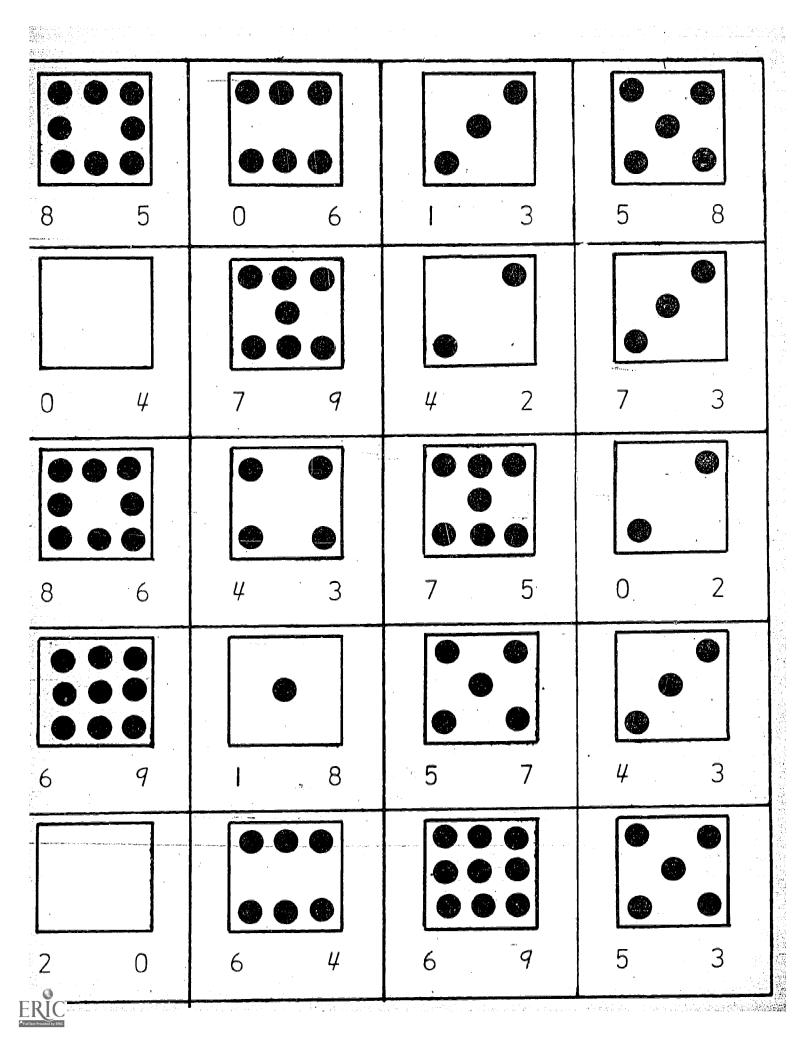


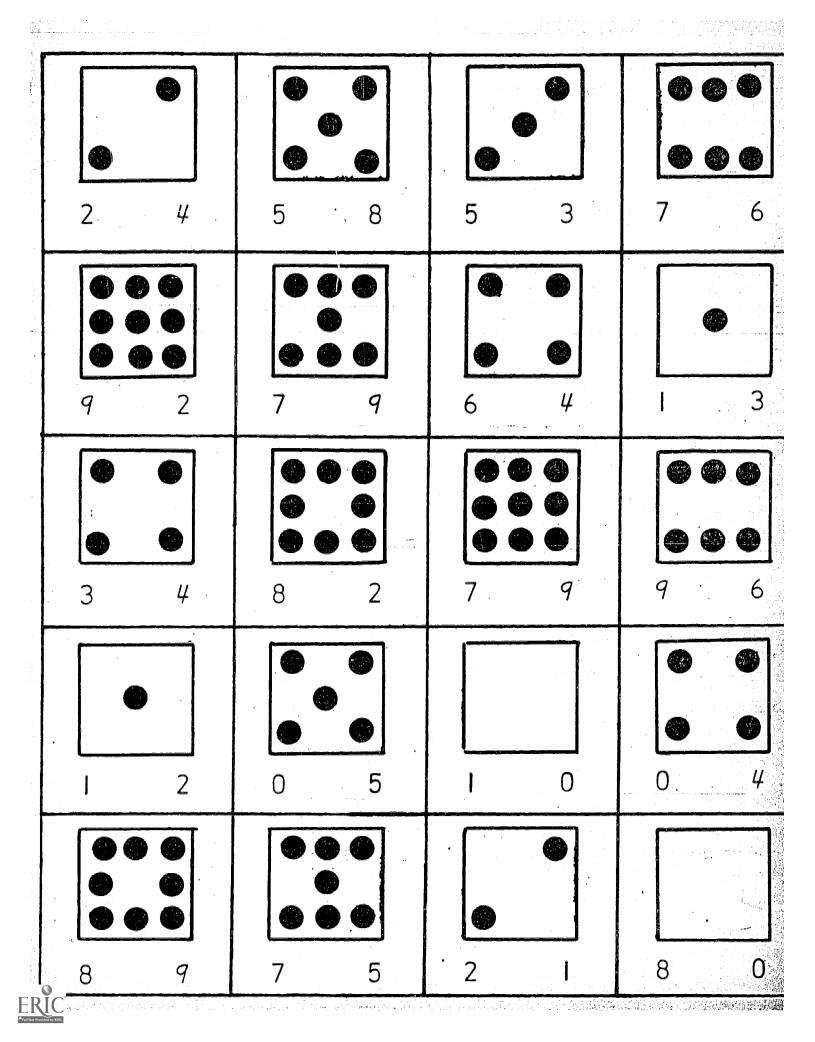
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FRIC	6)57	9)78	5)38 505 K-21	6)41	8)33

RATED ASSESSMENT - ORAL READING GILMORE (L)

The Rated Assessment Oral Reading was administered to all pupils referred to the project who evinced reading problems. The oral reading task was designed to be a measure of oral reading rate for words in context. Each pupil was given a timed trial in reading a word passage taken from the Gilmore Oral Reading test both pre- and post- project intervention. A 30-second period was allowed for passages grades 1-4 and a 1-minute period for passages grades 5-7. The passage was chosen based on the student's Wide Range Achievement Test Reading Score. If the pupil scored at the 1.0 grade level he was given the 1.0 grade level passage from the Gilmore. When the pupil's score was at the 1.5 grade level he was given at 2.0 Gilmore Oral Reading passage. The same procedures were used to define grade level passages for students reading on the WRAT at any level. Therefore, in all cases when the pupil read at .5 or more above the grade level score on the WRAT we rounded off to the higher grade level to determine the Gilmore Passage appropriate for him. The same passage was administered on the pre- and post-test.

The Rated Assessment Oral Reading was scored in the same way as all of the other rated reading tasks. Pre and post- intervention correct and error rates/minute were computed. A T-test for correlated means was computed to determine if the changes in either correct or error rates were significant from pre-post intervention. Accuracy ratios and percentage of accuracy were computed (see discussion of oral reading rate in appendix).





RATED ASSESSMENT - ORAL READING (GILMORE)

Student	School
Person	completing form
Date (PRE - POST - OTHER)
Item 6	Use Gilmore Oral Reading Test
	Select paragraph appropriate to student's reading level based on WRAT score - round off high (1.6=2 etc.) Time student for 30 seconds on paragraphs 1-4; and 1 minute on paragraphs 5-10.
	Enter scores on Rated Assessment - Reading Summary

RECORD BLANK

Gilmore Oral Reading Test

by JOHN V. GILMORE EUNICE C. GILMORE

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Geleters		
% ¹ .	£ 44 *4	,
Date of Lesting		1. *
Examine		

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NEW YORK CHICAGO SAN FRANCISCO ATLANTA DALLAS

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1.-3

The girl has a cat. The girl is Mary. The cat is Puff. Puff is gray. Father is in the yard. Father works hard.

Ŧ	IM	E		e -	 nds
	I IVI	_		33 H	nos.

- What is the girl's name?
 What is the cat's name?
 What color is the cat?

- 4. Who is in the yard?
- 5. What is Father doing?

ERROR RECORD	Number
Substitutions	
Mispronunciations	
Words pronounced by examiner	
Disregard of punctuation	
Insertions	
Hesitations	
Repetitions	· ·
Omissions	
Total Errors	

L-4

COMPETENCY RATING OF SPECIAL OR REGULAR TEACHERS (M)

This form was utilized by the project staff to rate the special teachers and regular teachers who had intensive contact with the program. The form can be used both prior to and following contact with a training program. Each item on the instrument covers a specific behavioral competency considered important for teachers of educationally handicapped children. A content analysis was completed on the items and they were found to represent all of the specific skill areas that were outlined from the project objectives. The items were also found to be weighted in the same way as the project objectives. No one instructional theory is represented by the items although they do reflect a Clinical Teaching model as put forth by Lerner (1972). The basic steps in such a model are: diagnose, plan, teach, evaluate; and the questions follow this sequence.

The trainee's skill in each of the major objectives is evaluated by the staff member who has had the greatest degree of contact with the trainee. The ratings are supposed to be completed after observation of the trainee in the teaching situation. The ratings are not to be shared with the trainee in order to reduce any sensitization effects but they can be used by the project staff to pinpoint areas for consultation, training, and follow-up.

The form consists of two parts. The first section is divided into seventeen specific questions. Each question covers a step in the assessment, data interpretation, objective statement, structuring the learning situation, teaching, reinforcement, and evaluation sequence. Every question has a separate set of descriptors for each level of



skill competence and use. These descriptors are arranged on a three point scale and the staff member rates the trainee on this scale. The second section consists of one question with eleven subparts. Each subpart is related to a specific learning modality area, academic, subject, or behavior. The staff member rates the trainee, in this section, on his skill in assessment of each of these areas. Every area receives two ratings, one for formal assessment techniques and the second for informal assessment techniques. The scale for this area ranges from 1-no knowledge of skill, to 4-knows a variety of methods and uses one or more with proficiency.

The form was utilized on a post-training basis in the current project. The data was analyzed to compute means and standard deviation on each item for the entire group of trainees following training. It can be administered on a pre-post basis and then the data could be analyzed for difference scores by item across the trainee group. The pre-post data could also be analyzed utilizing a correlated T-test to determine the significance of changes for each item.

COMPETENCY RATING FOR SPECIAL OR REGULAR TEACHERS

Title	of) per	rson	comple	ting	this	form	
Date _							_	
,	(PRE	-	POST	- O'	THER)		

Introduction: This form should be used for teachers from the selected site schools.

Instructions

- 1. Read all of the questions on the form before answering.
- 2. Make a visit to the teacher's school location to obtain both the observational and verbal information required to complete the rating.
- 3. Observe the teacher working with individual students and with groups.
- 4. Review teaching plans for individual students with the teacher.

(Data for points 2, 3, & 4 may be obtained during your normal contact with the teacher.

5. All teachers should be rated on as many questions as are appropriate.

RATE THE TEACHER ON THE BASIS OF BEHAVIORS CURRENTLY DEMONSTRATED

Questions

- Does the teacher know how to select the appropriate diagnostic instrument (assessment tool, test) to fit the child's ability and/or disability area? (delete when rating regular teacher)
 - 1. Shows little discrimination in choice of tests.
 - 2. Shows adequate discrimination in choice of tests.
 - 3. Shows high degree of discrimination in choice of tests.
- 2. Rate the teacher's ability to use diagnostic test (assessment) results to sherate individualized programs in regard to student strengths and weaknesses.
 - Does not utilize any assessment data in planning for students.



- 2. Uses diagnostic test information to a limited degree in planning for students.
- Makes maximum use of diagnostic test information in planning for students.
- 3. Rate the teacher's use of instructional objectives for each student in his or her teaching plan. (An instructional objective <u>must</u> include a statement of the behavior, situation, description of the learner, and a criterion level)
 - 1. Teacher does not use instructional objectives.
 - Teacher has instructional objectives for some students, but not for all areas or for all students (Areas=reading, math, spelling)
 - Teacher specifies instructional objectives for all students in all required areas (i.e., reading, math, spelling)
- 4. Are the teacher's instructional objectives individualized in terms of each student's strengths and weaknesses (as determined by formal and informal student assessments see #18)?
 - 1. Teacher does not take the student into account (i.e., the objectives do not match up with the diagnostic data)
 - 2. Student objectives show a small degree of individualization. (i.e., in one area or for a small number of students)
 - 3. Student objectives are clearly related to individual patterns of ability and disability.
- 5. Do the teacher's records show evidence that he or she monitors student progress towards the objectives?
 - 1. There is no indication that the teacher monitors student progress.
 - 2. There is some evidence of informal monitoring of student progress.
 - 3. There is strong evidence that the teacher keeps on-going progress records for each student (records might include objectives based checklists, routine rated assessments, etc.)
- 6. Does the teacher modify the instructional objective, based upon student progress?
 - 1. Instructional plans are adhered to without modification.
 - 2. Instructional plans are infrequently modified when student either makes progress or fails to make progress.
 - 3. Instructional plans are continually evaluated and changed based upon student progress.



- 7. Does the teacher utilize a wide variety of instructional approaches for the <u>individual student</u>?
 - 1. Teacher utilizes one approach in each area.
 - 2. Teacher utilizes a few different approaches in each area (maximum of 2)
 - Teacher utilizes a wide variety of approaches in each area.
- 8. Does the teacher utilize a wide variety of instructional approaches for groups of students?
 - 1. The teacher utilizes one approach in each area.
 - Teacher utilizes a few different approaches in each area (maximum of 2)
 - Teacher utilizes a wide variety of approaches in each area.
- 9. Does the teacher develop and utilize individual reinforcement programs for student's social behavior problems? (see #10)
 - 1. Teacher does not use reinforcement systematically.
 - Teacher uses reinforcers on a limited basis (with 1 or 2 students)
 - 3. A majority of student behavior problems are dealt with using a contingency management program.
- * A teacher who phases from tangible to social reinforcements should be rated highly. We are not just looking for the use of tangibles with students, only those who require them.
- 10. Does the teacher develop and utilize individual reinforcement programs for students' academic problems (e.g. employs contracts, tokens, etc.) *
 - 1. Teacher does not use reinforcement approaches systematically.
 - Teacher uses reinforcers on a limited basis (with 1 or 2 students)
 - A majority of student work is related to a reinforcement program.
- Does the teacher involve his student's in planning their own program?
 - 1. Not at all.
 - Teacher asks students only infrequently about their preferences.
 - 3. Teacher frequently involves a majority $(\frac{1}{2}$ or more) of the students in planning their own programs.



- 12. Does the teacher utilize other personnel in planning and instruction for his students? (e.g. aides, learning center teachers, peer and cross age tutors, etc.)?
 - 1. Teacher does not use other personnel at all.
 - 2. Teacher uses other personnel on a limited basis. (not daily)
 - Teacher uses other personnel to a high degree. (daily and with more than one student)
- 13. Does the teacher exhibit confidence in sharing ideas with other teachers on the staff with whom his students are involved?
 - 1. Teacher works alone and does not communicate with other teachers involved.
 - Teacher has limited communication with others involved with student (only when formal re-evaluation is requested or required)
 - 3. Teacher has a high degree of communication with other teachers involved with the student.
- 14. How responsive is the teacher to acknowledging new ideas?
 - 1. Not open to new ideas.
 - 2. Will listen to new ideas but won't try out.
 - 3. Will listen and try out new approaches.
- 15. Rate the teacher's ability to identify learning modalities for each student.
 - 1. Teacher does not know any of the basic learning modalities.
 - 2. Teacher knows all of the basic modalities but cannot identify.
 - 3. Teacher knows all of the basic learning modalities and can identify all of them.
- 16. Rate the teacher's ability to locate and utilize materials appropriate to the needs of the class.
 - 1. Teacher does not know of the resources for appropriate levels or learning materials.
 - 2. Teacher knows of the resources for appropriate levels of learning materials, but does not utilize.
 - 3. Teacher knows of resources and utilizes them.
- 17. Rate the teacher's ability to locate and utilize resource personnel appropriate to the needs of the class.
 - 1. Teacher does not know how to locate resource personnel for her class.
 - 2. Teacher knows how to locate resource personnel for her class, but does not utilize them.
 - Teacher knows how to locate resource personnel for her class and does utilize them.





18. Rate the teacher's ability to utilize an appropriate instrument for the following learning areas. Remember, one instrument may measure more than one area (e.g. ITPA measures both visual and auditory channels)

The numbers used below indicate the following:

- 1 = Doesn't know of any informal or formal methods in this area.
- 2 = Knows of a single informal or formal method but does not utilize.
- 3 = Knows of a single informal or formal method and uses with basic competency.
- 4 = Knows of a variety of methods and uses 1 or more with high proficiency.

AREA	FORMAL	T	(FO	RMAI	<u>.</u>
Behavior	1 2 3 4	1	2	3	4
Auditory Perception	1 2 3 4	1	2	3	4
Visual Perception	1 2 3 4	1	2	3	4
Motor Development	1 2 3 4	i	2	3	14
Language	1 2 3 4	1	2	3	4
Memory	1 2 3 4	. 1	2	3	4
Cognitive	1 2 3 4	1	2	3	4
Reading	1 2 3 4	1	2	3	4
Math	1 2 3 4	1	2	3	4
Spelling	1 2 3 4	1	2	3	4.

TRAINEE'S SELF-RATING OF COMPETENCY (N)

This form is a self-rating device given to the regular teachers, special teachers, and support workers and can be administered prior to and following their involvement with the project. It was developed to assess changes in the competency areas considered important for the development of programs for learning, disabled and educationally handicapped children. The areas covered on the device correspond with those assessed on Form M - Competency Rating of Special and Regular Teachers. The format of the device consists of ten items covering the areas of assessment techniques, interpretation of assessment information, developing behavioral objectives, relating objectives to assessment information, use of contingency management, skill in keeping track of student progress, locating resource materials for instruction, structuring the learning environment, and sharing the responsibilities for instruction. The trainee rates his own skill level in each of these previously monitored areas on a four point scale that covers the following range: 1-very little skill, 2-some skill, 3-moderate skill, and 4-strong skill.

The form was used only on a post-training basis in the current project. Mean ratings and standard deviations of ratings were computed for each item. If the form is used on a pre-post basis difference scores for each item can be computed as well. Following this, a correlated T-test would be used to assess the significance of change for each of the items. The information on this form can also be related to the ratings on Form M, Competency Rating of Special or Regular Teachers, in order to determine the relationship between these self-ratings and the ratings obtained in the major competency areas by an outside observer.



TRAINEE'S SELF-RATING OF COMPETENCY (STATUS)

Tit	le of person completing form
Dat	e (PRE - POST - OTHER)
Ins	tructions:
Ple	ase indicate your present level of ability in each of the following as. Circle the response number.
(1) (4)	
1.	DETERMINING LEARNING STRENGTHS AND WEAKNESSES THROUGH FORMAL AND INFORMAL ASSESSMENTS
ŧ	1 2 3 4
2.	IDENTIFYING LEARNING MODALITIES FOR EACH STUDENT 2 3 4
3.	DEVELOPING REALISTIC ACADEMIC BEHAVIORAL OBJECTIVES 1 2 3 4
4.	RELATING STUDENT INSTRUCTIONAL PROGRAMS TO ASSESSMENT INFORMATION 1 2 3 4
.5•	UTILIZING EFFECTIVE TECHNIQUES FOR BEHAVIOR MANAGEMENT 1 2 3 4
6.	KEEPING TRACK OF STUDENT PROGRESS 1 2 3 4
7.	LOCATING AND UTILIZING MATERIALS APPROPRIATE TO YOUR NEEDS. 1 2 3 4
8.	LOCATING AND UTILIZING RESOURCE PERSONNEL APPROPRIATE TO YOUR NEEDS. 2 3 4
9.	STRUCTURING THE CLASSROOM ENVIRONMENT TO FACILITATE THE USE OF RESOURCE MATERIALS IN THE INDIVIDUALIZATION OF INSTRUCTION 2 3 4
10.	DEVELOPING THE SHARING OF RESPONSIBILITIES WITH OTHER SCHOOL PERSONNEL IN MEETING THE NEEDS OF LEARNING DISABILITY STUDENTS. 1 2 3 4

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TRAINEE'S SELF-RATING OF COMPETENCY CHANGE (0)

This form is a self-rating device given to the regular teachers, special teachers, and support workers following their involvement with the project. It was developed to assess the degree of skill improvement each of the trainee's perceived had occured during their project contact. The items are exactly the same as those rated on Form N - Trainee's Self-Rating of Competency. The format consists of these same ten items but the rating scale used is different. The ratings cover a 4 point scale ranging from 1-very little change, 2-some change, 3-moderate change, and 4-large change.

The form was used on a post-training basis in the current project. Mean change ratings and standard deviations of change ratings were computed for each item. The data from this form were compared with the data from Form N to determine the relationship between the degree of change on each item and the level of competency perceived by each trainee on each item. This was done by grouping the trainee ratings, item by item, on both forms computing correlations.

TRAINEE'S SELF-RATING OF COMPETENCY CHANGE (POST ONLY)

Ti	tle of person completi	ng form		
Da	te			
In	structions:	•		
in	ease indicate the effe increasing your knowl eas. <u>Circle the respo</u>	edge or proficie	s year's Title ncy in each of	VI Project staff
) VERY LITTLE CHANGE ANGE	(2) SOME CHANGE	(3) MODERATE	CHANGE (4) LARGE
1.	DETERMINING LEARNING INFORMAL ASSESSMENTS		EAKNESSES THRO	
	1	2	3	4
2.	IDENTIFYING LEARNING	MODALITIES FOR 1	EACH STUDENT 3	4
3.	DEVELOPING REALISTIC	ACADEMIC BEHAVIO	ORAL OBJECTIVE 3	s 4
4.	RELATING STUDENT INS	TRUCTIONAL PROGRA	ams to assessm 3	ENT INFORMATION 4
5•	UTILIZING EFFECTIVE	TECHNIQUES FOR BE	CHAVIOR MANAGE 3	MENT 4
6.	KEEPING TRACK OF STU	DENT PROGRESS 2	3	4
7.	LOCATING AND UTILIZED NEEDS	NG RESOURCE PERSO	NNEL APPROPRI	ATE TO YOUR
	, 1	2	3	4
8.	LOCATING AND UTILIZIN	NG RESOURCE MATER	IALS APPROPRIA	ATE TO YOUR
	1	2	3	4
9.	STRUCTURING THE CLASS RESOURCE MATERIALS IN 1			
10.	DEVELOPING THE SHARIN SONNEL IN MEETING THE			



INTERVENTION CHECKLIST FOR SPECIAL TEACHERS (P)

This form was utilized by the trainee's to assess the utility of the specific intervention procedures that were presented to them by the project staff. Each of the items represents a specific assessment device, instructional approach, reinforcement technique, instructional material, or teaching strategy. There are 21 items on the form with additional space to add items that the trainee's wished to add. The additional items would be those that were introduced through the project only to specific trainee's because of their own individual needs. Each item was rated by the trainee on a 4-point scale. The ratings are not continuous but do represent mutually exclusive evaluations for each item presented. The scale is as follows:

1-you used the item prior to Title VI intervention

2-the item is not appropriate to your teaching situation

3-you need more help for competency in use

4-your understanding of the item was furthered by Title VI and you will use.

5-you have mastered the item and are now using

This form was administered on a post training basis in the current project. The percentage of responses, in each category, for each item was determined.



INTERVENTION CHECKLIST FOR SPECIAL TEACHER

<u>Instructions</u>: Please rate each of the following activities, approaches or interventions listed below. We are interested in determing which portions of your Title VI involvement have been most useful to you. Place a number in front of each item to indicate:

- 1 That you used item prior to Title VI intervention
- 2 That the item is not appropriate to your teaching situation
- 3 That you feel you need more help for competency in use
- 4 That your understanding of item was furthered by Title VI and you will use
- 5 That you have mastered the item and are now using 1. Behavior management techniques 2. Academic contracts 3. Behavior contracts 4. Learning centers 5. Multi-level learning materials 6. Teacher-made games ____ 7. Materials from the resource center 8. Individualized instruction 9. Informal diagnosis of learning styles 10. Writing academic and behavioral objectives 11. Rated assessment forms 12. Regular staff as a resource 13. Self-concept inventory __14. Techniques for utilizing work samples _15. Behavior observation techniques ___16. Anabell Markoff inventory 17. Language Masters



18.	Wide Range Achievement Test
19.	Gilmore Oral Reading Test
20.	Slingerland
21.	Developmental Learning Material
22.	Task and Behavior Analysis

SCHEDULE FOR INTERVIEWING SPECIAL OR REGULAR TEACHERS (Q)

This form consists of only three items and is designed for a 15 to 20 minute administration. The questions are quite broad in nature, and are intended to elicit a variety of responses from teachers. Because of the lack of specificity of the items, except for question 2, the verbal data elicited are not easily summarized. However, through the creative use of content analysis it is possible to quantify the data in a number of ways, and to utilize statistical tests to determine whether there are differences between schools, grade levels, types of teachers, etc. (See section 4.1 of the report for specific examples of data analysis.)

SCHEDULE FOR INTERVIEWING SPECIAL OR REGULAR TEACHERS

- 1. What is your perception of the role of the Title VI-G Project as it relates to your school?
- 2. What kinds of help did you receive during the past year from the Title VI-G Project?

After initial response, probe these specific categories:

- 1. teacher consultation
- 2. student instruction
- 3. classroom management
- 4. curriculum

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- 5. inservice training
- Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.





INTERVENTION CHECKLIST FOR REGULAR TEACHERS (R)

This form was utilized by the trainee's to assess the utility of the specific intervention procedures that were presented to them by the project staff. Each of the items represents a specific assessment device, instructional approach, reinforcement technique, instructional material, or teaching strategy. There are 21 items on the form with additional space to add items that the trainee's wished to add. The additional items would be those that were introduced through the project only to specific trainee's because of their own individual needs. Each item was rated by the trainee on a 4-point scale. The ratings are not continuous but do represent mutually exclusive evaluations for each item presented. The scale is as follows:

1-you used the item prior to Title VI intervention

2-the item is not appropriate to your teaching situation

3-you need more help for competency in use

4-your understanding of the item was furthered by Title VI and you will use again

5-you have mastered the item and are now using

This form was administered on a post training basis in the current project. The percentage of responses, in each category, for each item was determined.



INTERVENTIONS CHECKLIST FOR REGULAR TEACHERS

<u>Instructions</u>: Please rate each of the following activities, approaches or interventions listed below. We are interested in determining which portions of the Title VI involvement has been most useful to you. Place a number in front of each item to indicate:

- 1 That you used item prior to Title VI intervention
- 2 That the item is not appropriate to your teaching situation
- That you feel you need more help for competency in use
- 4 That your understanding of item was furthered by Title VI and you will use
- 5 That you have mastered the item and are now using

<u> </u>	Behavior management techniques
2.	Academic contracts
3.	Behavior contracts
4.	Learning centers
5.	Multi-level learning materials
6.	Teacher-made games
7.	Materials from the resource center
8.	Individualized instruction
9.	Informal diagnosis of learning styles
10.	Writing academic and behavioral objectives
11.	Rated Assessment forms
12.	Regular staff as a resource
13.	Self-concept inventory
14.	Techniques for utilizing work samples
15.	Behavior observation techniques
16.	Anabell Markoff inventory
17.	Language Masters





1	8.	Wide Range Achievement Test
1	9.	Gilmore Oral Reading Test
2	0.	Slingerland
2	1.	Developmental Learning Material

SCHEDULE FOR INTERVIEWING SCHOOL ADMINISTRATORS (S)

This form consists of four items and is designed for a 15 to 20 minute administration. The form is quite similar to Form Q, the interview schedule for teachers. The questions are quite broad in nature, except for question 3, and are intended to elicit a variety of responses from administrators. Because of the lack of specificity of the items, the verbal data elicited are not easily summarized. However, through the use of content analysis, it is possible to quantify the data in a number of ways, and to utilize statistical tests if desired to probe differences between schools and within schools. (See section 4.1 of the report for specific examples of data analysis).





SCHEDULE FOR INTERVIEWING SCHOOL ADMINISTRATORS

- 1. What is your perception of the role of the Title VI-G Project as it relates to your school?
- 2. What kinds of help did you receive during the past year from Title VI-G Project?

After initial response, probe these specific categories:

- 1. teacher consultation
- 2. student instruction
- 3. classroom management
- 4. curriculum
- 5. inservice training
- 3. To the best of your knowledge have added funds or space been allocated to your EH or LDG program since involvement with Title VI-G?
- 4. Please give me your opinion of the effectiveness of the Title VI-G Project during the past year by indicating some of its strengths and weaknesses.



COLLEGE/UNIVERSITY STUDENT IN TRAINING ACTIVITIES QUESTIONNAIRE (T)

This instrument was developed originally by the project director during the second year. After being administered to a group of interns at the end of that year it was revised by the evaluators to include additional information, and to provide for ease of scoring and statistical analysis.

The first part of the form requires the respondent to indicate his type of involvement and his overall feeling about the amount of time spent - too long, adequate, or too short. If a reasonable number of students were involved as trainees, these data could be analyzed in the form of a two-way chi-square contingency table with type of affiliation as one variable and time spent as the other. Other non-parametric tests are possible, as well, but most likely this information would be used mainly to classify students into various groups for purposes of analyzing other parts of the questionnaire.

The second part of the instrument is an activities checklist. The purpose of this section is to find out exactly what experiences a trainee had during his internship experience. Frequency counts can be made for all respondents in order to determine which activities received greatest emphasis. Or, as alluded to above, comparisons in frequencies could be made across the affiliation categories listed in the first section of the instrument. Again, non-parametric analysis, such as chi-square would be appropriate, since the data are in the form of raw frequency counts.

The third section of the report, "Rating of Internship Experience," is really the heart of the instrument. This section



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contains 10 items which elicit responses on continuous 4-point scales. Thus, for analysis purposes, one might compute means and standard deviations for individual items. This would allow the statistical comparison of various groups of respondents, such as paid substitute vs. volunteer trainees on any number of items using the t-statistic. Multiple groups of trainees could be compared using an appropriate analysis-of-variance model, provided the necessary assumptions for the data could be met.

Another possible procedure for analyzing the data might be the computation of an intercorrelation matrix for the 10 items. Such a matrix of coefficients of correlation would provide information on the relationships between item responses. One important question which this technique would help to answer would be "What aspects of the internship experience (items 1-8) are significantly related to a positive (or negative) overall experience (item 9)?

COLLEGE/UNIVERSITY STUDENT-IN TRAINING ACTIVITIES QUESTIONNAIRE

Name	Date
(1	eave blank if you prefer)
College _	Level
-	Level (junior, graduate, etc.)
TYPE OF I	NVOLVEMENT WITH TITLE VI-G PROJECT:
N	umber of days per week
Nı	umber of months per year
N	ature of project affiliation (check one below)
	College credit
	Volunteer basis Paid substitute
	Combination paid and volunteer
	Combination paid and college credit
	, HOW DO YOU FEEL ABOUT THE AMOUNT OF TIME YOU HAVE SPENT WITH IN TERMS OF DEVELOPING YOUR COMPETENCIES?
	Too long
	Adequate
	Too short
ACTIVITIES	CHECKLIST
	eck those activities below which you have engaged in during your at Title VI.
1.	Observed staff working directly with students.
2.	Assisted staff working with students.
3. 4.	Cooperated with staff in planning lessons for students. Independently planned and carried out lessons.
5.	Observed students being evaluated.
6.	Assisted in administering and scoring formal and informal
	assessment techniques.
7. 8.	Independently administered and scored standardized tests.
O.	Used commercial and project-developed curriculum materials in instruction.
9.	Independently created teaching materials to meet specific
	needs of students.
10.	Used commercial and project-developed curriculum materials in instruction.
11.	Independently created teaching materials to meet
	specific needs of students.
12.	Assisted in conducting a workshop for a group of teachers.

"T" 3/74

	13.	Conducted a section of a workshop. Worked with students having learning difficulties in
	14.	Worked with students having learning difficulties in
		their regular classroom.
	15.	Worked with students in special classes.
	16.	Met with social worker, psychologist, or other
		specialist concerning students.

RATING OF INTERNSHIP EXPERIENCE

Please circle the appropriate response.

- 1. The practicum experience has related to my college coursework.
 - 1. Greatly
 - 2. Fairly often
 - 3. Rarely
 - Not at all
- 2. I have had the opportunity to work with students and teachers in professional tasks.
 - 1. Consistently
 - 2. Fairly often
 - Inconsistently
 - 4. Never
- 3. Title VI staff have been available to work and plan with:
 - 1. Whenever necessary
 - 2. Fairly often
 - 3. Inconsistently
 - 4. Hardly ever
- 4. The variety of experiences offered have been
 - 1. Challenging and many
 - 2. Challenging and few
 - 3. Boring and many
 - 4. Boring and few
- The opportunity to work independently and assume responsibility has been provided
 - 1. Quite often
 - 2. Fairly often
 - 3. Seldom 4. Never
- 6. My experience in relation to assessing individual student's needs have resulted in my being



- 1. Confident of my skills
- 2. Confident but needing more practice
- 3. Somewhat unsure of my abilities
- 4. Very uncomfortable in this situation
- 7. My experience in relation to teaching students with <u>learning</u> difficulties have resulted in my being
 - 1. Confident in my skills
 - 2. Confident but needing more practice
 - 3. Somewhat unsure of my abilities
 - 4. Uncomfortable in this situation
- 8. My experience in relation to teaching students with <u>behavior</u> difficulties have resulted in my being
 - 1. Confident in my skills
 - 2. Confident but needing more practice
 - 3. Somewhat unsure of my abilties
 - 4. Uncomfortable
- 9. My overall rating of the Title VI internship experience is
 - 1. Outstanding
 - 2. Worthwhile
 - 3. Less than optimal
 - 4. A waste of time
- 10. My experience included opportunities to serve regular and special children in the following proportions:

	Regular	EH
1.	10%	90%
2.	30%	70%
3.	70%	30%
4	90%	10%

COMMENTS: Please write below any reactions you have to your internship which were, perhaps, not assessed by this questionnaire. Focus on both good and bad experiences, and make recommendations for improvements.